



# New approaches to visualising, sharing and guiding design

Overview of Cloudworks  
A social networking site  
for sharing designs

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*The Open University UK*  
JISC Online conference  
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# Cloudworks

Find and share designs

The screenshot shows the Cloudworks website interface. At the top, there is a navigation bar with five tabs: 'Clouds', 'Storm clouds', 'Resource Bank', 'Tool Bank', and 'People'. Below the navigation bar is a search bar and a user login section with fields for 'Username' and 'Password', and a 'Log in' button. The main content area features a central text block: 'Cloudworks allows you to find other people's learning and teaching ideas, designs and experiences as well as sharing your own. You can also get access to many learning design tools and resources to help you create learning designs.' To the right of this text is a sidebar with sections for 'Pedagogy', 'Subject area', and 'Tools'. The 'Pedagogy' section lists terms like 'problem based learning', 'discovery learning', 'online discussion', 'generic collaboration', 'RESOURCE-based learning', 'scaffolding', 'constructivism', 'experiential learning', and 'discussion'. The 'Subject area' section lists 'history', 'humanities', 'chemistry', 'professional practice', 'science', 'management', 'education', 'generic', 'ICT', 'social sciences', 'languages', and 'arts'. The 'Tools' section lists 'discussion forum', 'Flash', 'VLE', 'multimedia', 'forum', 'computer-marked assessment', 'virtual world', 'wiki', and 'internet'. Below the main text are news items: 'Cloudworks News' (dated August 17th, 2008), 'New OULDI site', and 'JISC Curriculum Design bid success!'.

Clouds

Storm clouds

Resource bank

Tools

People

Web 2.0 principles:

tagging, profiles, user generated

# Clouds

Cloudworks

Clouds

Storm  
clouds

Resource  
Bank

Tool Bank

People

Search

User login

Username: \*

Password: \*

Log in

- [Create new account](#)
- [Request new password](#)

## All Clouds

[Add a cloud](#) [My clouds](#)

### Title

'e-portfolio' and assessment of learning objects course

A database of primary source material

A foreign language media archive

A mathematical visualization toolkit

A mock professional journal

A multi-sensory non-threatening learning environment

A significant learning experience

Adding multimedia value to specialist teacher training

An ePortfolio as evidence of research skills

ArgueGraph

Assessment of group learning

Assistive software for all

Audio feedback using MS Word

Audio-visual material to aid students learning JavaScript

Basic skills training in a football club

Bay of Pigs role play

Becoming familiar with educational technologies

Blogging on OU courses

Capitalising on learners' cultural differences

Changing lurkers into active participants

## Bay of Pigs role play

Students assume roles, eg Kruschev, John F. Kennedy, Robert Kennedy etc (about 10 roles in total). Students get a portfolio of information: "what you know". Using asynchronous forums, supported by occasional chat, they negotiate their way through and play to "win". It can end in nuclear war.

Who: Marian Mant

Cloud type: Descri

Submitted by [the](#)

[Login](#) or [register](#) to

## Supporting the independent language learner

### Supporting the independent language learner

Help students learning on their own with facilities for finding suitable resources, tips for overcoming problems, and tools for enabling them to link up.

Without the direction and discipline of a formal course structure, learners can have difficulty remaining motivated and finding materials appropriate to their needs and preferences. This multilingual resource centre provides friendly support for language students, including guidance for assessing their own level and learning style (and hence selecting suitable resources from its collection of links), tips for overcoming problems and psychological barriers, and discussion board and chat room, for the encouragement and practice of contact with other students.

Who: European Commission, Education, Audiovisual and Culture Executive Agency

Cloud type: Other

Pedagogy: [learner support](#), [self-assessment](#), [diagnostic](#), [collaborative learning](#), [practice](#), [study skills](#), [independent learning](#)

Discipline: [languages](#), [generic](#)

Tool: [web browser](#), [discussion forum](#), [chatroom](#)

Submitted by [the cloudworks team](#) on 29 Jul 2008.

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**A multi-sensory non-threatening learning**

# Stormclouds

Learning and  
teaching problems

Forum  
for shared debate

Exchange of ideas  
and tips

User login

**Username: \***

**Password: \***

- [Create new account](#)
- [Request new password](#)

## Resource Bank

[Add a resource](#)

### Title

### Summary

**7 things you should know about..**

The EDUCAUSE 7 Things You Should Know About provides concise briefs on different technologies and how they can be used in teaching

**8LEM**

Flashcards to describe the learner/teacher roles for 8 core learning activities

**Connexions**

Repository of open educational resources

**EduTech Wiki catalog of online collaborative activities**

A classification of types of collaborative online activities – useful for getting ideas

**Engaging interactions for e-learners**

Blog which posts e-learning ideas

**Essential features of a conferencing system**

Guidance for designing or commissioning a system for asynchronous network-supported collaborative learning (ANSCL)

**Globe repository**

Meta-repository of other repositories of learning objects

**Ideas for online group work**

62 great ideas for things to do with online groups, compiled in 2003 but still relevant

**Interpreting technologies in use**

A nice 3-D visual tool for thinking about the relationship between tools and pedagogy

**IRISS Institute for Research and Innovation in Social Services (Scotland)**

Home of the Learning Exchange - a repository of learning resources for social care/work education

**JISC case studies of innovation**

A guide describing a range of case studies on innovative uses of technology

**JISC effective practice guides**

Series of effective practice guides and case studies produced by JISC

Search

User login

**Username: \***

**Password: \***

Log in

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## Tool bank

[Add a tool](#)

Title	Summary
<b>DialogPlus toolkit</b>	An online learning design planning tool, providing structured guidance on creating learning activities ('nuggets')
<b>CompendiumLDA</b>	Visualisation tool for creating learning designs
<b>London Pedagogic Planner</b>	A tool for mapping teaching methods to pedagogy and allocating topics across a course
<b>Phoebe</b>	A wiki of learning designs, templates and extensive information on different aspects of learning design
<b>LAMS</b>	Learning Activity Management System
<b>Media Adviser Toolkit</b>	A toolkit for mapping teaching methods to pedagogy
<b>KEEP</b>	Carnegie Foundation KEEP toolkit - document scholarship of teaching
<b>Microsoft's Grava</b>	A set of tools to allow users to author, assemble, and present content.
<b>RELOAD</b>	An editor for Learning Design, which supports the full IMS Learning Design specifications for Levels A, B and C.
<b>Knowledge forum</b>	Knowledge Forum is an electronic group workspace designed to support the process of knowledge building.
<b>AcademicTalk</b>	AcademicTalk is an educational tool which promotes peer learning through critical discussion, by supporting deep engagement through argument and reasoning between students.

Search

User login

Username: \*

Password: \*

Log in

- [Create new account](#)
- [Request new password](#)

## All Users

[all](#) [newest](#) [a](#) [b](#) [c](#) [d](#) [e](#) [f](#) [g](#) [h](#) [i](#) [j](#) [k](#) [l](#) [m](#) [n](#) [o](#) [p](#) [q](#) [r](#) [s](#) [t](#) [u](#) [v](#) [w](#) [x](#) [y](#) [z](#) [other](#)[adrian\\_kirkwood](#)[alexandra\\_okada](#)[alex\\_little](#)[alison\\_wynne](#)[ali\\_wyllie](#)[alun\\_morgan](#)[andrew\\_brasher](#)[andrew\\_gibbons](#)

## Grainne Conole

Institute of Educational Technology  
The Open University

<http://www.e4innovation.com>

Professor of e-learning with a broad range of research interests in the development, use and embedding of e-learning. Current interests include learning design and evaluating the student experience of using technologies.

### Clouds

- [Interactive posters and presentations](#)
- [Distributed cognition](#)
- [Formative mini-tests in Chemistry](#)
- [Course brainstorm](#)
- [Promoting inquiry-based learning through mobile devices](#)

User  
details

Dynamic  
list of inputs

Evolving  
network

# Tagging

## Pedagogy

collaboration online discussion  
scaffolding resource-based  
learning discussion discovery  
learning constructivism

collaborative

learning

simulation  
experiential learning generic  
problem-based learning

more tags

## Subject area

languages chemistry

professional practice

arts humanities history

education generic ICT

management social sciences  
science

more tags

## Tools

Database multimedia web

browser computer-marked

assessment forum generic

internet discussion

[self-assessment](#) [resource-based learning](#) [reflective practice](#) [quiz](#) [simulation](#)  
[feedback](#) [collaboration](#) [critical thinking](#) [online discussion](#) [critical analysis](#) [active learning](#) [demonstration](#) [questioning](#) [student research journal](#) [team working](#) [case studies](#)  
[activity-based learning](#) [critical reading](#) [project](#) [formative assessment](#) [informal learning](#)  
[Open educational resources](#) [peer review](#) [decision-making](#) [assessment](#) [group work](#)  
[exploration](#) [research](#) [discovery learning](#) [situated learning](#) [computer-marked assessment](#)  
[self-directed learn](#)

[constructivism](#) [C](#)

[reflection](#) [critical dis](#)

[based learning](#) [learner s](#)

[Computer assisted lang](#)

[evidence-based learning in](#)

## Small group writing about key concepts

### Small group writing about key concepts

In a first year psychology course, one of two weekly lectures was replaced by online collaborative tasks. Over a three week cycle, students were first asked to define some key concepts in their own words and share and discuss these definitions with other members of their group. During the second week of the cycle, each group member undertook some guided reading. In the third week, the members collaborated online to write a 700-800 word essay. The course leader picked two or three essays as exemplar submissions and posted them with feedback to the class message board. This conceptual scaffolding spanned six different psychology topics. Students evidenced high levels motivation and improved exam performance with other first year courses adopting similar approaches.

Who: Professor David Nicol

Where: University of Strathclyde, REAP project

Cloud type: Description of an activity or course

Pedagogy: [peer review](#), [definition writing](#), [collaborative learning](#)

Discipline: [social sciences](#), [psychology](#)

Tool: [discussion forum](#)

Submitted by [the cloudworks team](#) on 20 Aug 2008.

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## ArgueGraph

### ArgueGraph

To make students aware of their assumptions on controversial subjects, ask them questions to which their

# Why is it useful?

Means of eliciting design - common language/  
understanding of learning activities

Makes process more  
explicit, aids reflection

Sharing/reuse of designs  
not just content

Provides guidance on the design process

Creates an  
audit trail

Highlights policy  
implications

Guides learner through activities sequences

# Further information

- **OU Learning design initiative**
  - <http://ouldi.open.ac.uk>
- **Visualizing design - CompendiumLD**
  - <http://compendiumld.open.ac.uk>
- **Paul Clark - slidecast on using CompendiumLD**
  - <http://www.slideshare.net/PerryW/using-compendiumld-to-design-a-learning-activity-435001/>
- **Sharing designs - Cloudworks**
  - <http://cloudworks.open.ac.uk>