

# New approaches to visualising, sharing and guiding design

Overview of the OU Learning Design Initiative

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# Core focus

Emphasis on activity  
not content

Help teachers make better use of technologies

Describing  
and representing  
learning designs

Sharing ideas/designs and  
guiding practice

# Aspiration

Creativity

Guidance

Innovative learning activities  
exploiting new technologies

Reuse

Sharing

# Solution?

Guiding the design  
of learning activities

Learning Design: Designing *for* learning

A means of describing  
and representing  
learning activities

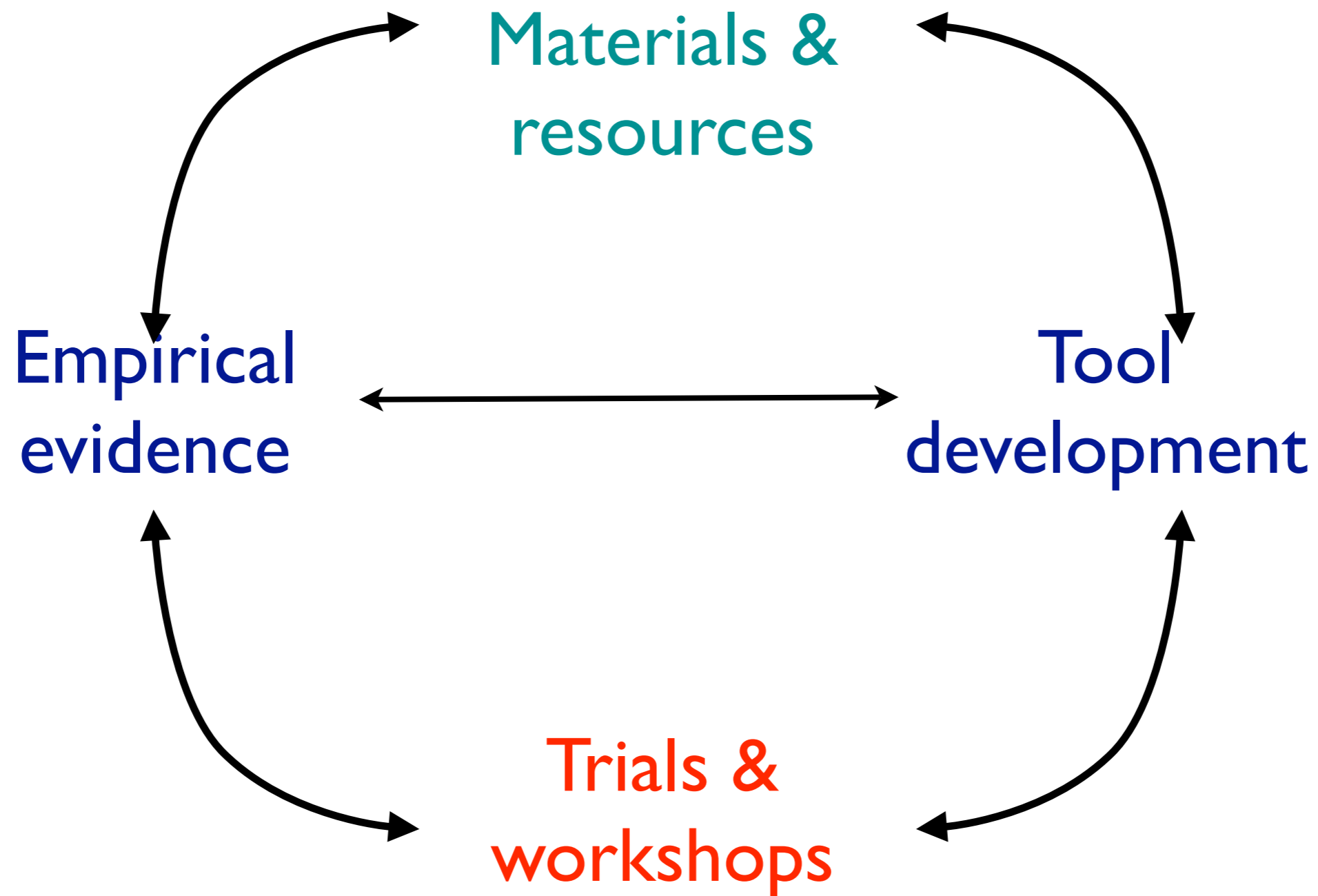
A means  
of sharing  
learning activities

New ways of  
thinking and  
innovating



To enhance the  
learner experience

# The OU LD initiative



# Ask the users!



Expert  
brainstorming

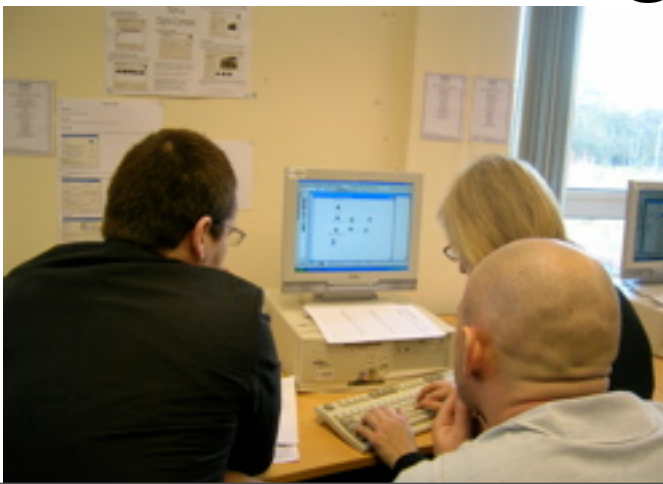


Development of  
support resources

Testing the tools!



Feedback, feedback,  
feedback



# Evidence base

Case studies → Use of tools

Interviews → The design process

In-depth course evaluation → The design lifecycle

Futures visioning workshops → Tools development

Workshops → Trialling & evaluation

# Findings from interviews

Value in sharing and  
communicating designs

*It's about making networks faster to get hold of,  
into, and getting the right people for help and  
advice...having the opportunity to talk to  
somebody might cut through a lot of digging  
around whether there is anything that you want  
and understanding it  
[Interviewee]*

*Case studies are of an historical  
moment and many change over  
production and presentation. Case  
studies don't record this change [Focus  
group]*

Informed by practice rather  
than theories

# Findings to date

Design process creative,  
messy, iterative

Serendipitous routes  
to support

Sharing and reuse difficult,  
but valuable

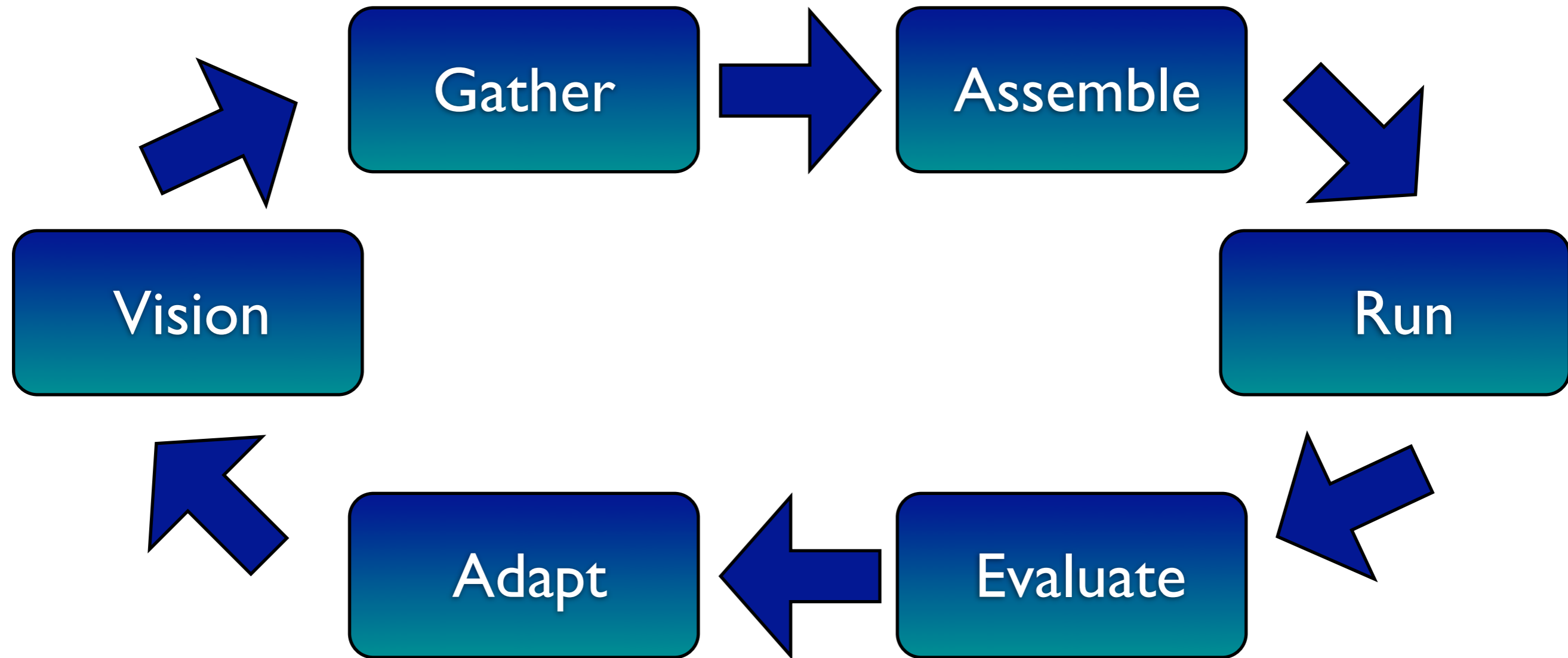
No one perfect design tool  
or approach

Different aspects to design -  
focus and level of granularity

Visualisation helps makes  
design more explicit

Text, visual, models of  
designs all have pros and cons

# Design lifecycle



Course  
conception

Course  
delivery

Course  
refinement

Learning  
activity

Block

Course

# 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>

# Recent references

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- Conole, G. (2008) 'Capturing practice: the role of mediating artefacts in learning design', in Handbook of Research on Learning Design and Learning Objects: Issues, Applications and Technologies, in L. Lockyer, S. Bennett, S. Agostinho, and B Harper (Eds), 187-207, Hersey PA: IGI Global
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