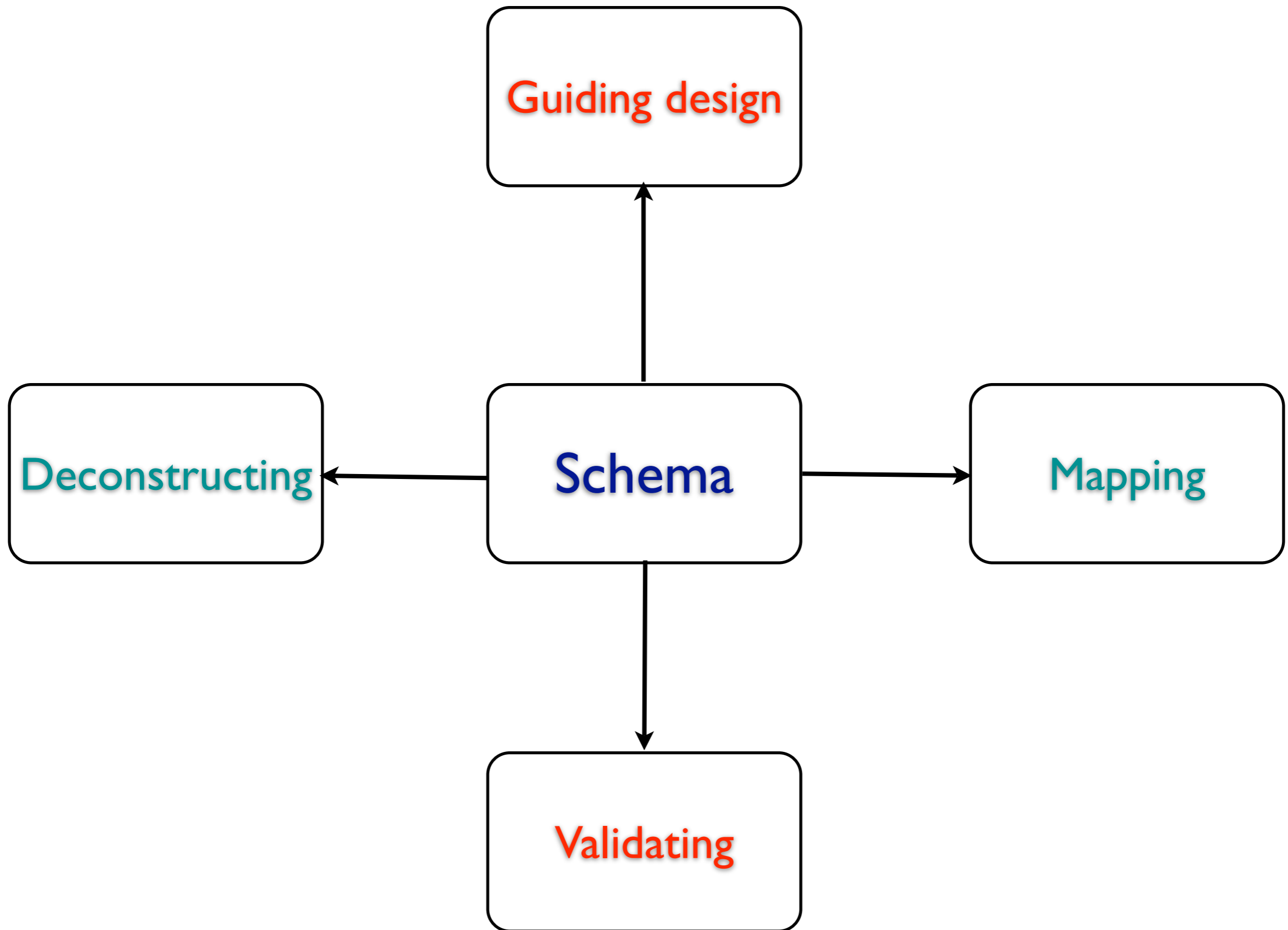


New approaches to visualising, sharing and guiding design

Schema for thinking differently about design

Gráinne Conole,
The Open University UK
JISC Online conference
November 2008

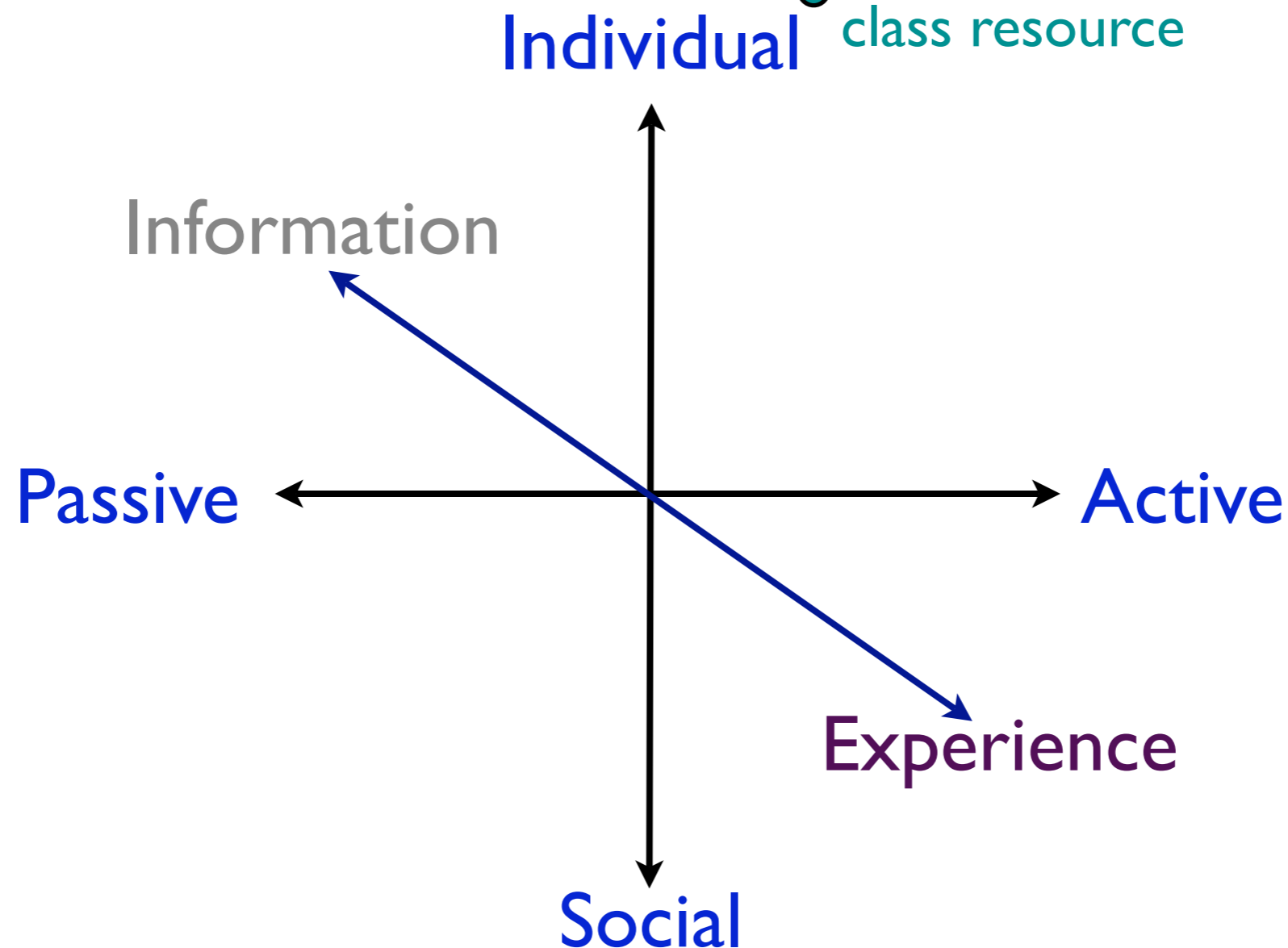




Mapping activities to pedagogy

● Blog as reflective diary

● Blog collective class resource



Thinking about learning

Thinking &
reflection

Four inter-connected
facets of learning

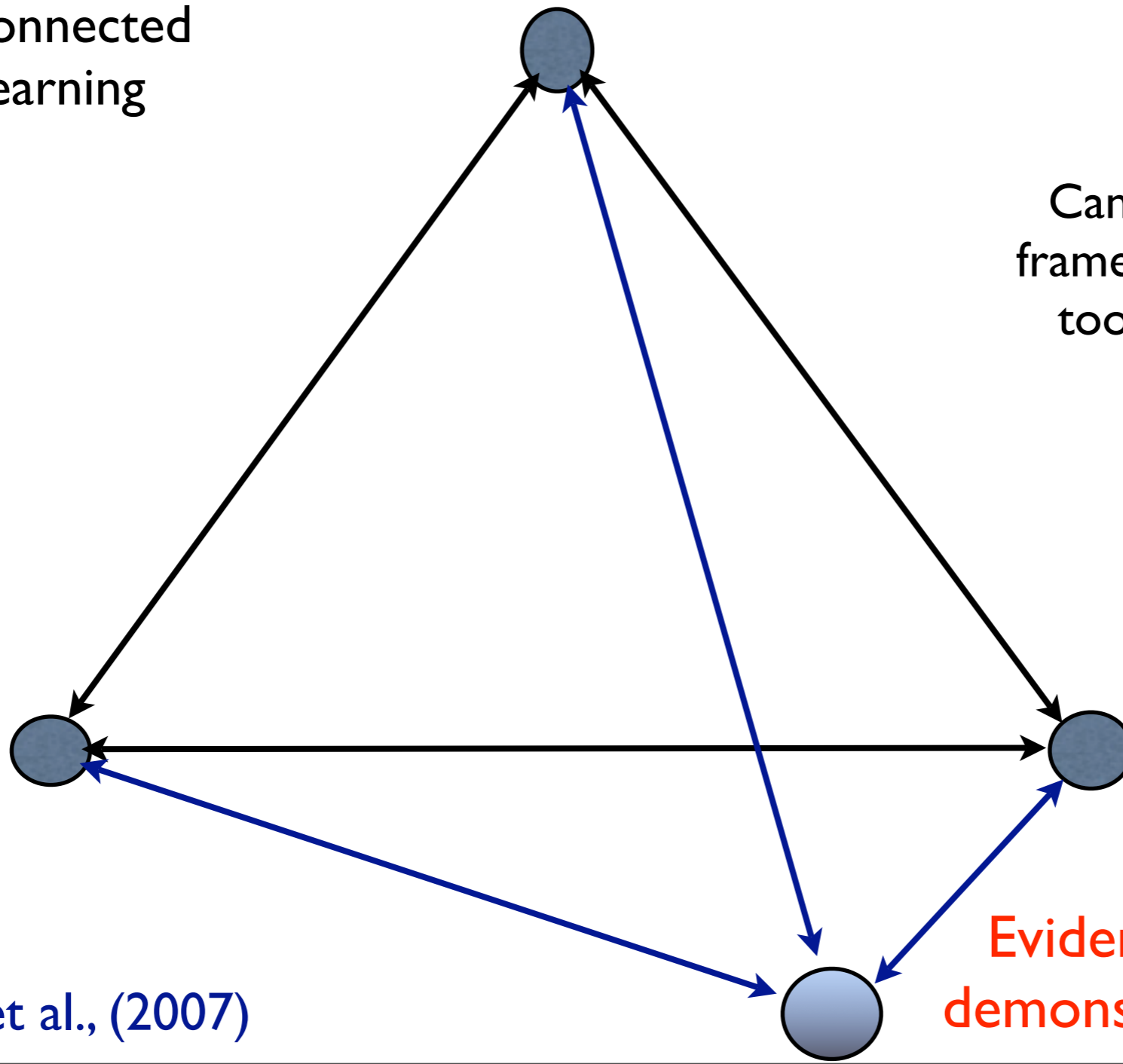
Can we use this as a
framework for mapping
tools and activities?

Communication
& interaction

Experience
& activity

Evidence &
demonstration

Dyke, Conole et al., (2007)



Principles	Thinking & reflection	Experience & activity	Conversation & interaction	Evidence & demonstration
Reflect on experience and show understanding	Mapping learning activities against goals			Aggregation of learning achievements
Frequent interactive exercises & feedback	<p>Thinking of a learning event you want to create or deconstruct</p> <p>OR</p> <p>Think about learning principles you want to develop</p>			
Provides support for independent learning				
Supports collaborative activities				

Mapping of pedagogies to OpenLearn principles

	Thinking & reflection	Experience & activity	Conversation & interaction	Evidence & demonstration
Search and use of a pool of quality assured, open access content				
Provides support for learners adopting independent learning				
Opportunity for reuse and repurposing				
Lifelong support across different learning goals				
Provides students with access to 'captured' expertise in content				
Includes a variety of activities and interactivity				
Offers opportunities for in-built formative feedback				
Potential for teachers to adapt and embed in their teaching				
Provides conduit for sharing learning designs				
Supported through informal social networking tools				
Knowledge mapping and visualisation to aid understanding				
Opportunities for presence indicators to support CoP				
Dialogue through tailored content-focused forums				
Channel from informal to formal learning				
Opportunities for student generated content				
Good pedagogical design embedded in content				
Personalisation through discrete stand alone units of learning				
Aggregates learning opportunities, resources & opportunities				

Mapping of pedagogies to Social:Learn principles	Thinking & reflection	Experience & activity	Conversation & interaction	Evidence & demonstratio
Supports a range of pedagogies and styles				
Formalises the informal				
Informalises the formal				
Is built on relationships between people				
Harnesses the net (social scale, user generated content, etc.)				
Aggregates learning events, resources, and opportunities				
Provides structures and scaffolds for the learning process				
Uses metaphors and simple approaches to impart pedagogy				
Encourages a range of participation				
Evidence via range of informal and formal assessment mechanisms				
Lifelong support across different learning goals				
Provides access to expertise				
Supports collaborative elements				
Helps surface incidental learning				
Wraps learning around an individual's interests				
Enables learner control and learner responsibility				
Allows users to build reputation in the system				
Encourages legitimate peripheral participation				
Encourages learning through observation				
Supports different subject areas and styles				
Encourages mentorship				

Brainstorm and connect

Mapping skills
to resources
& tasks

Reflection

Dynamic
to do lists

e-Portfolios

Structured
guidance

Social
brokerage

Navigation
paths

Accumulate

Expert
ratings

Dynamic
recommendations

Peer
support

Structure
dialogue

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>