

The Learning Designer: Building Community Knowledge

Helps you with

- Developing new teachers and CPD
- Managing the Key Information Set
- Doing more with existing resources
- Complementing the value of OERs
- Promoting reflection
- Encouraging creativity and innovation

By delivering

- Explicit pedagogical value in designs
- Awareness of pedagogy in design tools
- Research impact on learning design practice
- Usable and re-usable learning design pattern
- Advanced visualisation of designs.

Resulting in

- Knowledge building of shareable learning design artefacts
- A world wide community

- Over thousand international members of the Learning Designer Community
- Over 13 thousand active users of the tool
- Over 5000 shared designs
- The tools and designs are embedded as part of international teaching and learning

I think that is very useful to see what someone else has done... that's an idea I hadn't got in my course"

2011: Java-based desktop tool enabling a Semantic Web 3.0 Learning Design Space for teachers

<https://sites.google.com/a/lkl.ac.uk/ldse>

2014: Web-based version providing an easy way to share designs

<http://learningdesigner.org/index.php>

Analysis of the learning experience updating as you design

Recommends adapting the design

Offers an existing learning design

Calculates the designed learning time as you design

Gives an analysis of the learning experience you have designed

Edits the text, duration, group size, etc

The teacher creates a link to a useful resource for students to work with

Exports for students and other teachers

2014: CRAM (Course Resource Appraisal Module)

<http://web.lkldev.ioe.ac.uk/cram/index.html>

1. Create Teaching & Learning Activity
2. Select Existing Activity
3. Activity Details

Teaching & Learning Activity Name: Digital simulation

Learner Total Hours: No. of Weeks: 10 of 2 hours Non-weekly hours: 0

Run	Hours per Week	Non-Weekly Hours	0%
Run 1:	0	0	0%
Run 2:	0	3	0%
Run 3:	0	1	0%

Teacher support hours per group/student

Run	Hours per Week	Non-Weekly Hours	Higher Cost Staff	Lower Cost Staff
Run 1:	0	0	0%	100%
Run 2:	0	0	0%	100%
Run 3:	0	0	0%	100%

Social (size: 10). Online. Computer-based feedback

How long to prepare?

How many hours per week?

Does it all have to be done by the higher cost staff?

How long to teach?

Pie chart shows proportion of learning types in the selected activity

What is CRAM?
A tool to analyse the learning benefits and teaching costs of transferring traditional teaching models online

Learning Types

- Acquisition
- Collaboration
- Discussion
- Inquiry
- Practice
- Production

Learning Experiences

- Personalised
- Social
- Same for All

Learner Feedback

Hours

Feedback to individuals or group

- Peer
- Computer-based
- Tutor

Teacher Time (hours)

350
300
250
200
150
100
50
0

Run 1 Run 2 Run 3

■ Preparation Hours ■ Support Hours

Summary

	Run 1	Run 2	Run 3
Student ...	200	400	800
Prep. Ho...	238	32	21
Support ...	96	96	96
Total Hours	334	128	117
Income	£3,200	£6,400	£12,800
Cost	£14,307	£3,925	£3,412
Difference	-£11,107	£2,475	£9,388

Break-even by Run 3 on these assumptions

Building and sharing knowledge through peer review

Name: Review of Curated design: Elizabeth 1's n

Notes: Not much time for the Collaboration. You could add an individual Practice activity before it, so that each student thinks about it first.

Review by Chris01

Discuss

1. There is no Produce activity, so the only way the teacher can tell if is by reading the discussion Forum. You could get them to summarise their understanding in a blog or e-portfolio?

2. The outcome is quite ambitious for this amount of total learning time, so not sure they are well aligned.

3. The only feedback is from peers in the Forum. The teacher could give an overall comment on students' blogs?

4. The description of the Forum is well set up to make sure all students contribute.

5. I would love to do the experimental activity - that's nice. I'll

- Change the name of the design by adding "Review of" at the beginning
- As you read through each TLA you can comment in the Notes section at the bottom.
- To leave feedback overall, Add a new TLA, make its title 'Review by [your name]'
- You can select 'Discuss' for the activity, and then type in your feedback to note:
 - 1 Test? - is there a 'Produce' activity, or some way the teacher can use to test whether outcomes are met?
 - 2 Aligned? - are outcome, activities, and produce activity aligned?
 - 3 Feedback? - is there feedback from the teacher, other students, or the technology?
 - 4 Technology? - is there good use of technology?
 - 5 Other?

London Knowledge Lab

Diana Laurillard d.laurillard@ioe.ac.uk
 Patricia Charlton p.charlton@ioe.ac.uk
 George Magoulas gmagoulas@dcs.bbk.ac.uk
 Dionisis Dimakopoulos dionisis@gmail.com

International Community and International Challenges
<https://buildingcommunityknowledge.wordpress.com>
<http://www.coursesites.com/s/ LDC>