



UNIVERSITY OF
GLOUCESTERSHIRE

Online Festival of Learning 2021

Imagining the collaborative development of
effective digital pedagogies

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UCL Knowledge Lab

Some key challenges in online learning

- Engaging students online – progressive mixes of motivating activities
- Flipped learning – build in active learning, not just watching
- Scheduling students' work – mix synch/asynch, not long online sessions



Challenges: How do we make the best of online learning?

Planning a blended learning session

The Learning Designer

A free open online design tool to help with planning blended learning.

Based on the six learning types from the Conversational Framework – a model of what it takes to learn.

Supports teachers and educators to

- design a sequence of blended and online teaching and learning activities
- analyse their pedagogic design
- evaluate and reflect on how to optimise it

<https://www.ucl.ac.uk/learning-designer>

The screenshot displays the Learning Designer interface. At the top, a banner reads "Express the details of your pedagogy" with a "Learn more" button. Below this, three main stages are outlined: "Adapt/Create", "Analyse/Review", and "Share/Publish", each with a brief description and a "View details" link.

The main workspace shows a design for a "wiki activity". The "Name" field contains "Which ICT tool? wiki activity". The "Topic" is "Teacher education". The "Learning time" is set to 60 minutes, and the "Designed learning time" is also 60 minutes. The "Number of students" is 50. The "Description" states: "This activity is based on a learning design used by Tim Neumann at the IOE to introduce trainee teachers to...".

The "Aims" section includes: "To practice using a wiki for learning" and "To discuss a range of learning technologies and their uses for...". The "Outcomes" section lists: "Construct a group wiki", "Compile a list of learning technologies and...", "Apply peers' ideas to your own practice", and "Give feedback".

On the right, a pie chart shows the distribution of outcomes: "Production" at 33.33%, "Do", and "Discuss".

At the bottom, there are three activity cards: "Create a shared resource of learning technologies for education", "Comment on others' contributions", and "Create a folksonomy for the wiki contents". Each card has a "Produce" or "Discuss" button and a list of instructions.

Adapting a learning design

Learning Designer Home Browser Designer

Timeline Analysis

Name: Understanding Risk Assessment Onlir

Topic: Risk Assessment

Learning time: 1 hours 30 minutes

Mode of delivery: Wholly online

Designed learning ti...: 1 hours 30 minutes

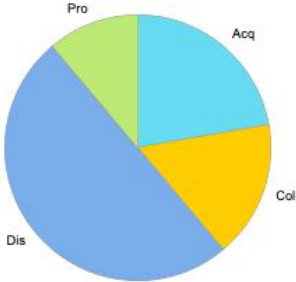
Size of class: 25

Description: This is a design for a class using wholly online methods.

Aims: This session introduces Risk Assessment, and invites students to apply it to a context they are familiar

Outcomes:

- Knowledge: Be able to explain Risk Assessment,
- Application: Be able to apply Risk Assessment to a
- Analysis: Be able to analyse a specific context in



+ Add TLA Expand notes

New design Import design Export design Share Save

Introduction to Risk Assessment

Read Watch Listen 10 1

Watch the presentation about Risk Assessment. It explains why... how... what... Does Risk Assessment make sense to you? Please pause the video to note any questions you have.

Discuss 10 1

Post your questions to [the Discussion site] by [date, time]. Click 'Like' for any other questions you would like to know the answers to. Check the site on [date, time] when the trainer will show the answers to your questions.

Applying Risk Assessment

Produce 10 1

Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it. Make notes to share with your group. Arrange a time when you will meet with your group online.

Discuss 15 3

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

Collaborate 15 3

In your group, decide on your best example, and what you will post to the class site. Post a brief description of how you would use Risk Assessment in which situation.

Analysing how Risk Assessment could guide your future

Read Watch Listen 10 1

Read through the other groups' posts to the class site, notes on what you will contribute to the discussion.

Discuss 20 25

The class discussion of Risk Assessment is on [date, ti Discuss with the trainer, using the audio and the chat, the groups have posted to the class site, and how you your actions in future by applying Risk Assessment.

Adapting a learning design

Learning Designer Home Browser Designer ✕ 🔧 👤 diana

Timeline Analysis

Name: Understanding Risk Assessment Onlin Mode of delivery: Wholly online

Topic: Applying Risk Assessment

Learning time: [Progress bar]

Designed learning time: [Progress bar]

Size of class: [Progress bar]

Description: [Progress bar]

Produce 10 [Group icon] 1 [Check icon] [Clipboard icon] [Link icon] [Add icon] [Remove icon]

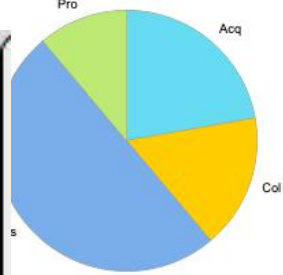
Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it. Make notes to share with your group. Arrange a time when you will meet with your group online.

Discuss 15 [Group icon] 3 [Check icon] [Clipboard icon] [Link icon] [Add icon] [Remove icon]

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

Collaborate 15 [Group icon] 3 [Check icon] [Clipboard icon] [Link icon] [Add icon] [Remove icon]

In your group, decide on your best example, and what you will post to the class site. Post a brief description of how you would use Risk Assessment in which situation.



gn Share Save

assessment could guide your future

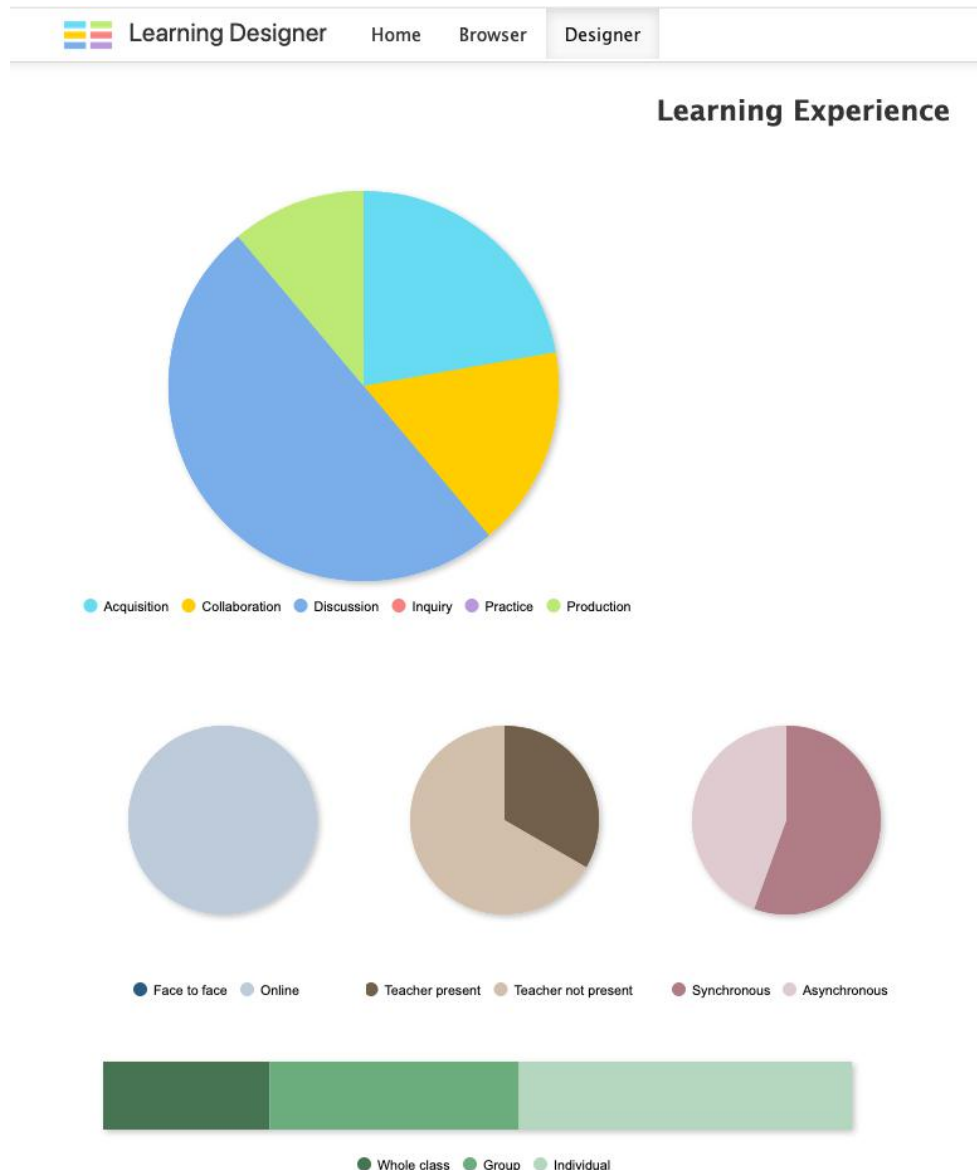
10 [Group icon] 1 [Check icon] [Clipboard icon]

other groups' posts to the class site, will contribute to the discussion.

20 [Group icon] 25 [Check icon] [Clipboard icon]

n of Risk Assessment is on [date, ti ainer, using the audio and the chat, isted to the class site, and how you re by applying Risk Assessment.

Analysing a learning design



The pie-chart analyses the distribution of types of learning in the design, in this case, acquisition, collaboration and production, but mostly discussion.

There are no rules about what it should be, but now you have the opportunity to consider if that looks appropriate.

It is entirely online (pale blue), no f2f.

There is some trainer presence (dark brown) to respond to questions, and conduct the plenary discussion.

More than half is synchronous (dark pink) - with a group and with the trainer

There is mostly individual work (pale green), then groups, then whole class.

Evaluating a learning design

Learning Designer Start Browser Designer en diana

Name Review by Beata: Copy of Students war Mode of delivery Select a mode...

Before the scheduled session: Watching cricket - learning through watching

Read Watch Listen 10 1

Watch an over of Test cricket.
Turn the commentary off! It's fun, but try watching and deciding for yourself what is going on.
England vs. Australia, Investec Test series 2013, 1st Test, Day

Investigate 10 1

Really watch — what does the batter do with each ball? How do they play? What strokes? Attacking or defensive?

Collaborate 20 4

With team-mates — discuss what you have seen, reach consensus and prepare report
N.B. can be facilitated by coach, or run independently

Practice 15 4

+ Add Learning Type 85 Notes

Loved the investigate activity but spent much more than 10 minutes on it!
Only one person turned up to collaborate but it was ok.

Scheduled session: What's going on out there - presentation of analyses

Discuss 20 16

Present report and discuss with peers & coach
4x5 minute presentations

Read Watch Listen 10 16

Coach's View - coach to present his own analysis

Discuss 10 16

Discuss tactical options with Coach
[coach to lead this section, and suggest answers if the players struggle]

- Did you all see the same things?
- Which team would have been happiest after this over?
- If you were the batters, what would you change?

+ Add Learning Type 40 Notes

The discuss part was too hurried, trying to keep to time.
We didn't get to discuss some of the issues that came up in the final session - we could have shared answers on Menti like we did before?

Let's imagine the students in the video are YOUR OWN chosen. It's not too long, straight to the point, very interesting

Peer review

Exchange designs with a colleague
Review against an agreed rubric in a new panel
Revise according to the reviews you gave and received

Student evaluation

Share your design post hoc with students
Invite them to comment in the Notes Collect their urls and comments in a Googledoc

Some key challenges in online learning

- Engaging students online – progressive mixes of motivating activities
- Flipped learning – build in active learning, not just watching
- Scheduling students' work – mix synch/asynch, not long online sessions

Taking the tutor group online: the vicarious masterclass

The f2f masterclass: Teacher time 50 mins

Tutorial for 4 students

Questions and guidance help for 4 students

→ Each student receives some personal feedback, sees feedback for 3 others

→ Teacher provides personal feedback for 4 students



The vicarious online master class

Video of tutorial for 4 representative students

Questions and guidance help for 4 students

Run by VLE for any number of students

→ Each student receives no personal feedback, sees feedback for 4 others

→ Teacher provides personal feedback for 4 students



Engaging students in active learning: Online peer review

Online peer review via the virtual learning environment

Each student

- creates first draft of an assignment using rubric (30 mins)
 - reviews 2 students' drafts against the rubric (20 mins)
 - checks the 2 feedback reviews for their own answer (10 mins)
 - revises and submits their own answer to teacher (30 mins)
- Each student produces **own** answer, reviews **2**, revises **own** in light of receiving **2** reviews and **doing 2** reviews, submits improved draft for assignment.
- Teacher provides the rubric, and receives improved assignments to grade



The Learning Designer helps teachers think through their pedagogies, f2f, blended and wholly online

The screenshot shows a user interface for 'The Learning Designer'. At the top, a dark blue banner contains the text 'A visually structured approach to learning design' in white, with a subtitle 'to think through and support your students' learning' and a blue 'Start »' button. Below this, three columns describe the workflow: 'Adapt/Create', 'Analyse/Review', and 'Share/Publish'. Each column has a title and a paragraph of text explaining the step.

A visually structured approach to learning design

to think through and support your students' learning

[Start »](#)

Adapt/Create

The Browser screen categorises existing designs according to pedagogic approach, education sector, topic area, and project needs. You can also search by keyword. When you select a design and turn editing on it becomes yours to edit and adapt, stored in 'My designs'. Or you go to the Designer screen to design from scratch.

Analyse/Review

As you design each step of the session you can specify the type of learning activity, duration, group size, teacher presence/or not, online/or not, synchronous/or not, and any resources to be attached. The 'designed time' is tracked, along with pie charts and bar charts showing the nature of the learning experience you're designing, in the Analysis tab. This helps you review and revise your design.

Share/Publish

Once drafted, you can share your design by sending its url to a colleague, or publish it by placing it in 'My designs public space', or export it to Word to share it with colleagues and students.

Questions? Comments?

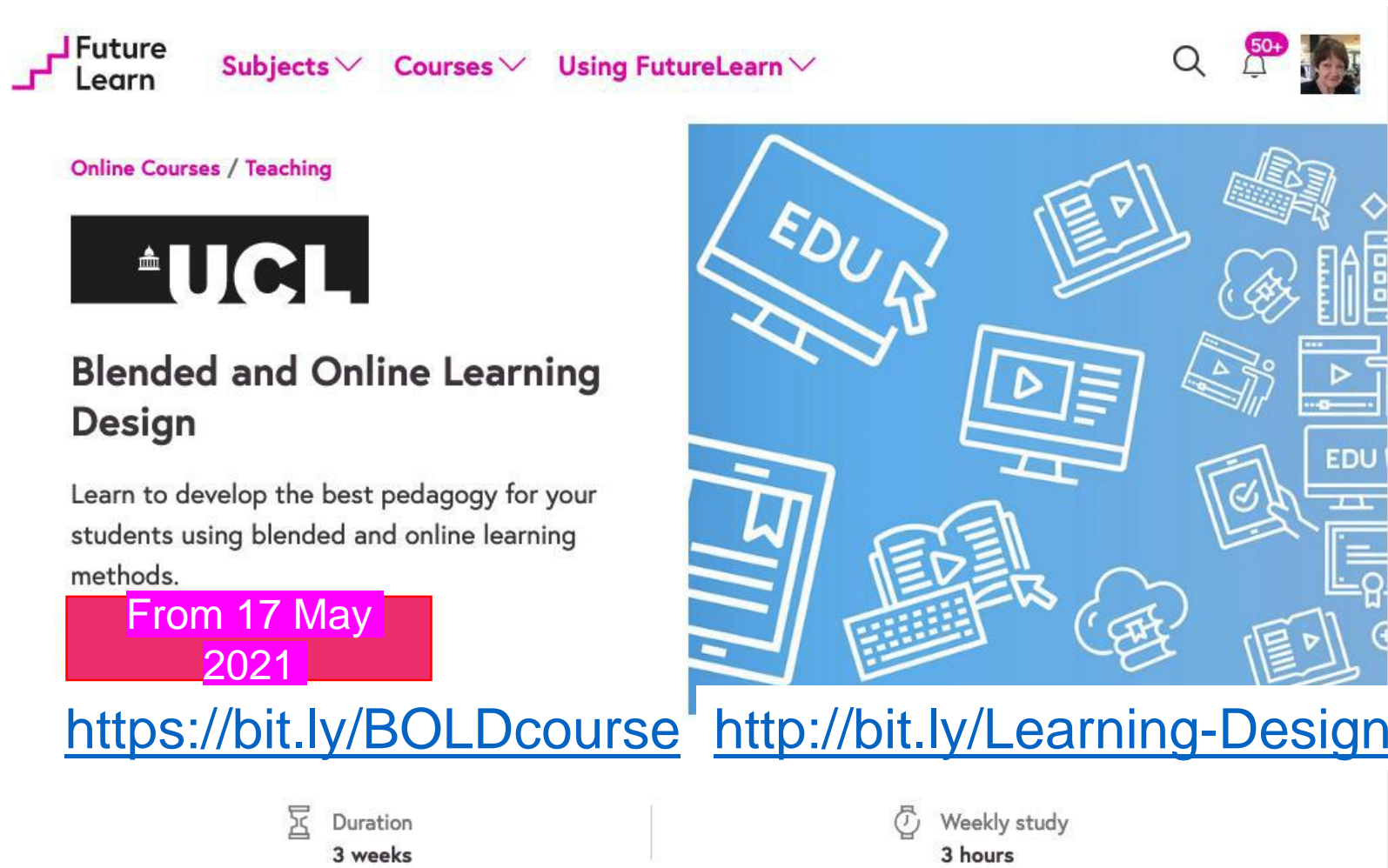
Does this approach to learning design seem feasible to you?

To what extent might it work for planning parts of your courses?



Collaboration: The Blended and Online Learning Design 'collaboration'

Large-scale online course to orchestrate collaborative knowledge development by education professionals



The image shows a screenshot of a FutureLearn course page. At the top, the FutureLearn logo is on the left, and navigation links for 'Subjects', 'Courses', and 'Using FutureLearn' are in the center. On the right, there is a search icon, a notification bell with '50+' alerts, and a user profile picture. Below the navigation, the breadcrumb 'Online Courses / Teaching' is visible. The course is presented by UCL, with the title 'Blended and Online Learning Design'. The description states: 'Learn to develop the best pedagogy for your students using blended and online learning methods.' A red banner indicates the start date: 'From 17 May 2021'. Below this, two blue links are provided: 'https://bit.ly/BOLDcourse' and 'http://bit.ly/Learning-Designer'. At the bottom, two icons provide course details: an hourglass icon for 'Duration 3 weeks' and a clock icon for 'Weekly study 3 hours'. A large blue graphic with white icons representing education and technology (like a monitor with 'EDU', a laptop, a play button, a keyboard, a cloud, and a smartphone) is positioned on the right side of the page.

FutureLearn Subjects Courses Using FutureLearn

Online Courses / Teaching

UCL

Blended and Online Learning Design

Learn to develop the best pedagogy for your students using blended and online learning methods.

From 17 May 2021

<https://bit.ly/BOLDcourse> <http://bit.ly/Learning-Designer>

Duration 3 weeks

Weekly study 3 hours

Week 1: Rethinking your current teaching

- Builds on current teaching
- Introduces the Conversational Framework for the underpinning pedagogic principles
- Introduces the Learning Designer as the means to take these into your new digital practices
- Prepares the groundwork for collaboration

Learning design as the means to think through your teaching

The concept and practical applications of learning design.

- 1.2 [The Conversational Framework](#) VIDEO (05:10)
- 1.3 [Checking the definitions of the learning types](#) QUIZ
- 1.4 [Planning a learning design using the Conversational Framework](#) ARTICLE



Moving online

Planning the move from conventional methods to online and digital methods

- 1.5 [Working collaboratively](#) ARTICLE
- 1.6 [Which digital tools for which types of learning?](#) ARTICLE
- 1.7 [Converting your current teaching to online](#) ARTICLE
- 1.8 [Applying the Conversational Framework to creating a learning design](#) VIDEO (05:10)



Step 2.3: Designs for the learning outcome 'to explain a concept'


d_jaurillard2 + 37 4h

Learning designs for 'learning to explain a concept'

Double-click to post the link to your design. Make the title similar to the title of your design. Make a constructive comment on one or two other designs.

Explaining how to write effective conclusions in academic essays


This lesson is for first year Japanese university students studying English for Academic Purposes. This lesson is designed to take them beyond a simple (but ineffective) summary.



[Add comment](#)


Explaining a complex concept (effectiv... by jane654

ucl




[Add comment](#)

Vaccine Rebellion



1 comment

Digital Mixing Desk



Explain the Essentials of a Digital Mixin... by reidireilly ucl

[Add comment](#)


Explaining how to conjugate regular and irregular verbs in the Past tense.

Learning Designer ucl

[Add comment](#)

How to use RADAR for evaluating resources

Planet conservation plan



Making a conservation plan · Learning ... by yasmine ucl


[Add comment](#)

Child development

Learning Designer for CHILD DEVELOPMENT UNIT 201

child development outline MS Word document padlet drive

[Add comment](#)




Hend Elshahat

The idea of designing games for students is really important to improve learners skills and encourage them to participate in the learning process. The idea of padlet and how we can ask students to express their ideas into it is really essential. We can also ask them to share their photos and videos on their own to make sure everyone is participating in the process.


[Add comment](#)

Explaining the life cycle of a bird (same content as the water cycle)-Thomas Crossland McCarthy



Explaining a complex concept (Bird Lif... by tomcrossland ucl

Othello Act 1 Sc3- considering how methods are used to present characters in connection to themes.




[Add comment](#)

Deforestation and the use of palm oil

Learning Designer ucl

[Add comment](#)

Irma, Albania



Week 2 Activity 3: Developing students' independent learning

In-depth collaborative examination of what it takes to develop a good learning design

Developing students' independent learning

Designing to support effective student learning online

- 2.9 **Creating motivational momentum** [ARTICLE](#)
- 2.10 **Using the Conversational Framework to generate cycles of learning** [ARTICLE](#)
- 2.11 **Engaging students in discussion and active learning** [VIDEO \(05:06\)](#)
- 2.12 **Reflecting on Week 2** [ARTICLE](#)



Week 3 Activity 1: Methods of blended and online formative assessment

The video shows teachers' ways of providing peer, blended and automated assessment

Then participants create their own, using the Learning Designer



What did participants think of peer review?

- "I thought I would think, oh, this doesn't really matter, but actually when you know somebody else is going to evaluate what you've done, it does make you really concentrate on it and you know, I did it much more seriously than I thought I would" (participant 14)
- "I found the peer review more interesting in the terms of what it made me do, so what kind of writing it made me do, rather than the feedback I received from others" (participant 2)
- "We can learn from other people's even when we evaluate others" (participant 9)

[View transcript](#)

Download video: [standard](#)

Introduction to Week 3

[43 comments](#)

The video shows some of the ways digital methods can help with the different types of formative assessment, or assessment for learning (not summative assessment for grading).

We look at 3 types of approach: peer, blended, and automated assessment, in preparation for the next three steps.

Week 3 Activity 3: Collaborative knowledge-building

Building a collaborative community of teaching and learning innovation

Collaborative knowledge-building

Working collaboratively with colleagues to develop effective online learning designs

- 3.5 **Contribute a design to the community** ASSIGNMENT
- 3.6 **Review other participants' designs** ASSIGNMENT REVIEW
- 3.7 **Reflect on the feedback on your design** ASSIGNMENT REFLECTION
- 3.8 **A bold future for teaching** ARTICLE



Step 3.8: A bold future for teaching

The exercise is your first step to becoming a contributor to a teacher-led transformation to a more digital world for education!



Fatma Fattoumi

Follow 11 MAR

Sharing lesson designs is highly important for expertise exchange . It can bridge the gap between teaching communities and foster transnational teaching cooperation. This can create a universal experience that will benefit well-experienced and less experienced teachers as well as learners themselves. The Learning Designer can play the role of knowledge transfer tool.

I will refer to Learning Designer to be inspired.



Pin



Like 4



Reply



Bookmark



Report

Your comments

Do you think it is valuable for teachers to share designs across sectors and subject areas in this way?

Curated designs from BOLD course

[Contribute a tutorial for exam review](#) last modified on Mon 08 February 2021 at 09:29:23

Edited by [diana](#), derived from [Contribute a tutorial for exam review](#) by [annaraneri](#)

[Creating an infographic about the digital divide](#) last modified on Mon 08 February 2021 at 09:33:48

Edited by [you](#), derived from [Creating an infographic about the digital divide](#) by [smorales](#)

[Online Dictogloss for an ESL class](#) last modified on Fri 29 January 2021 at 03:17:01

Edited by [mike2021](#)

[\[FutureLearn\] Purposive Communication](#) last modified on Mon 08 February 2021 at 09:50:30

Edited by [you](#), derived from [\[FutureLearn\] Purposive Communication](#) by [mmarci](#)

[Linear and Binary Searches \(Revised\)](#) last modified on Wed 17 February 2021 at 16:32:20

Edited by [diana](#), derived from [Linear and Binary Searches \(Revised\)](#) by [jtownsend530](#)

[Learning how to incorporate words of other to avoid plagiarism](#) last modified on Mon 08 February 2021 at 22:00:02

Edited by [diana](#), derived from [Learning how to incorporate words of other to avoid plagiarism](#) by [mariaper](#)

[Learning how to develop commercial awareness](#) last modified on Tue 02 March 2021 at 11:48:09

Edited by [diana](#), derived from [Learning how to develop commercial awareness](#) by [katieh](#)

[Learning how to develop the skills of observation and analysis](#) last modified on Sun 21 February 2021 at 13:44:30

Edited by [diana](#), derived from [Learning how to develop the skills of observation and analysis](#) by [Andrewb62](#)

[Shape and Space \(Lower Key Stage 2, Year 4 \) – DL](#) last modified on Tue 02 March 2021 at 14:55:18

Edited by [diana](#), derived from [Shape and Space \(Lower Key Stage 2, Year 4 \) – DL](#) by [stuart](#)

Questions? Comments?

Do you see potential value in this collaborative approach to innovation?

What might be the barriers to making it work?



Teacher workload:
Analysing the huge
task of innovation

Some key challenges in online learning

- Engaging students online – progressive mixes of motivating activities
- Flipped learning – build in active learning, not just watching
- Scheduling students' work – mix synch/asynch, not long online sessions

Learning design 'Understanding the Topic (F2F)'

The image displays two side-by-side activity cards from a learning management system. Each card has a title bar, a toolbar with icons for duration, group size, and other settings, and a text area for activity instructions.

Left Card: Introduction to [the Topic]

- Activity 1:** Read Watch Listen (20 min, 25 people). Instruction: Listen to the presentation about [the Topic]. It explains why... how... what... Does [the Topic] make sense to you? Please note any questions you
- Activity 2:** Discuss (5 min, 25 people). Instruction: Join the class discussion by asking the questions you noted, or making a comment in response to the teacher.

Right Card: Applying [the Topic]

- Activity 1:** Read Watch Listen (25 min, 25 people). Instruction: Watch the demonstration of how [the Topic] can be applied to a specific context. Think about other contexts you might apply it to. Note the questions you need to ask.
- Activity 2:** Discuss (5 min, 25 people). Instruction: Join the class discussion by raising your question, and noting what comes up in the discussion.
- Activity 3:** Read Watch Listen (5 min, 25 people). Instruction: Listen to the teacher's summary of [the Topic] and how it can be applied in a range of contexts.

Learning design 'Understanding the Topic (Online)'

Introduction to [the Topic]

Read Watch Listen 10 1

Watch the video about [the Topic] .
It explains why... how... what...
Does [the Topic] make sense to you? Please pause the video to note any questions you have.

Practice 5 1

Work through the quiz questions, to check on your understanding.
Repeat the quiz if necessary, until you score 100% - this will help you remember what you have learned.

Discuss 10 25

Post your questions to [the Discussion site] by [date, time]. Click 'Like' for any other questions you would like to know the answers to.
Check the site on [date, time] when the teacher will show the answers to all the questions posted.

Applying [the Topic]

Read Watch Listen 20 1

Read the article on how [the Topic] can be applied to a specific context. Think about other contexts you might apply it to.

Practice 5 1

Work through the quiz questions, to check on your understanding.
Repeat the quiz if necessary, until you score 100% - this will help you remember what you have learned.

Practice 10 1

Think of an example of a situation that is relevant to [the Topic] in your context, and how you could make use of it.
Make notes to share with your group.
Arrange a time when you will meet with your group online.

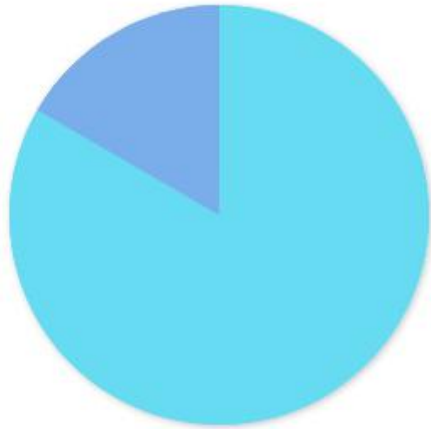
Collaborate 15 3

In your group, take turns to share your ideas of how you would use [the Topic] in each of the 3 contexts.
Decide on your best example, and what you will post to the class

Comparing the Analyses of 'Understanding the Topic' for F2F and Online

F2F Learning Experience

Online Learning Experience



Acquisition Collaboration Discussion Inquiry Practice Production



Face to face

Online

Teacher present

Teacher not present

Synchronous

Asynchronous



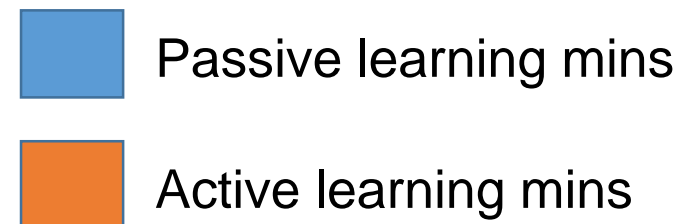
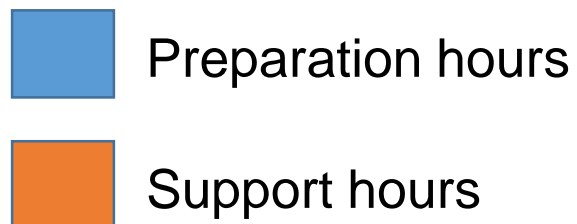
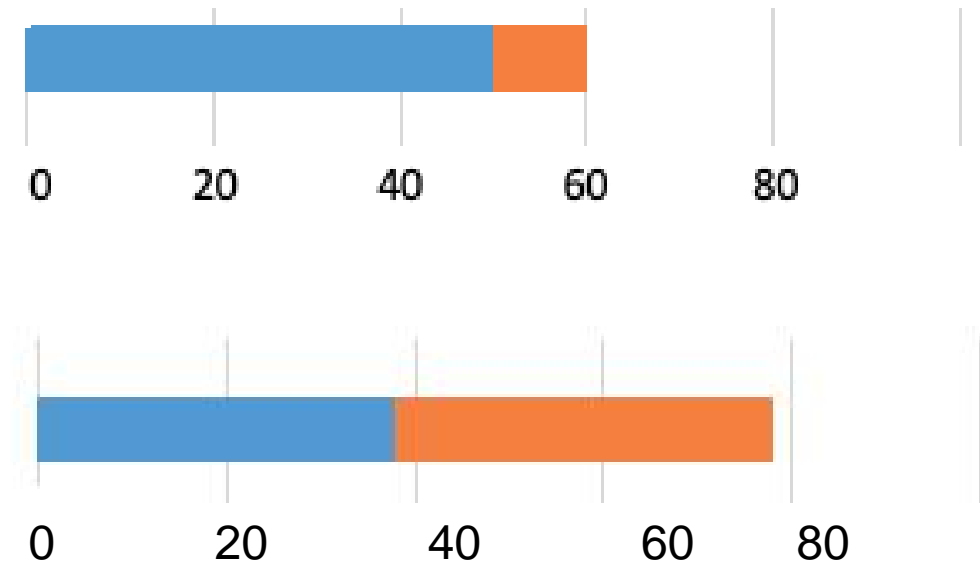
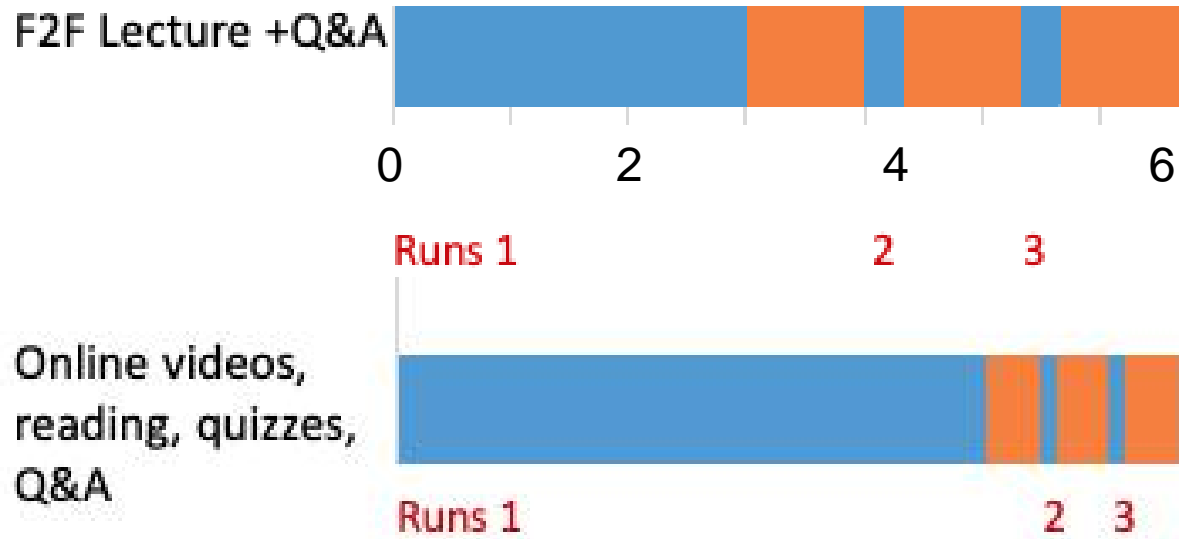
Whole class

Group

Individual

Comparing estimates for conventional and online methods: teaching costs vs learning benefits

Teacher hours for preparation/support Student mins in Active/Passive learning



A key challenge in moving to blended learning: Managing teacher workload

In one such study:

- Teacher time to prepare and support the session was 8% higher over the 3 runs in the online version
- Students had 30% more guided study time online
- Students had 4 times as much active learning online

It is possible to have considerable learning benefit for a long-term but small increase in teacher workload

The initial increase in teacher workload was 50% for Run 1

Questions? Comments?

To what extent does this kind of analysis of teacher time for f2f and online modes resonate with you?

Should it be teachers, or managers, or both who work through the analysis of teaching costs against learning benefits?



To summarise

Teachers enjoy using the Learning Designer to create opportunities for blended and online learning and to exchange ideas and outputs

We will do much better if we share new ideas for blended and online learning designs, working to the principles derived from research

There is a strong imperative now for teachers and leaders alike to plan and understand the complexities of how teacher time and learner benefit will work differently with blended learning