



# Overview of the 'Learning Design' approach to eLearning

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11:45-12:15 Overview

12:15-13:00 Reviewing Examples

13:00-13:30 Pedagogy not Content Discussion



# Yesterday I said 'e' is for....

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**E**nduring – the 'Long Tail'

**E**nquiry – research-teaching in tandem

**E**mpower – things the student can do





# How to Engage with Archive Materials

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What does it contain ?

How do I use it ?



Avoiding a purely **subject** focus

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Encouraging a variety of approaches

*Neither*

Student focused *nor* Teacher Focused

Concentrating on

**Learning Opportunities**



# Question

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I'm teaching my second years about European integration, what's the archive got on Jean Monnet?

I want my students to understand how contentious, how 'revolutionary' post war integration appeared. What can I have them **do** with clips?



# Project Team Approaches

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*Working* the archive:

- Searching on a personal interest
- Working on themes and following trails
- Picking 6 clips and thinking of what to **do** with them





# Learning Design Matrix

		Learning Spaces (contexts)															
		Large space (e.g. lecture theatre) (LS)	Seminar/ Tutorials (ST)	Workshop setting/ Practical (WS)	Independent setting (IS)	On-line (OL)	Others										
		Starter-plenary	Topping and Tailing	What happened next?	Dissonance/shock/the unexpected	Observational: Watch closely											
	<b>1. Stimulus</b>																
	<b>2. Narrative</b> (digital storytelling)																
	<b>3. Collaborative</b> (working together in groups)																
	<b>4. Conceptual/ procedural</b>	Hypothesis testing (POE)	Synthesis and extrapolation	Mindmaps and diagrams	Analysis (observation, breaking down,												
	<b>5. Enquiry based learning</b> (inc. PBL)																
	<b>6. Project based – production of artefacts</b>																
	<b>7. Empathy/role-play/decision-making</b>																
	<b>8. Independent study/research</b>																
	<b>9. Composition/aesthetics</b>																

Learning Designs



**Learning Spaces (contexts)**

Others	
Virtual space	
Independent	
Practical space	
Small space	
Large Space	

**Learning Designs**

<b>1. Stimulus</b>	Starter-plenary	<b>5. Problem-solving</b>	
	Topping and Tailing		
	What happened next?		
	The unexpected		
Observing	<b>6. Authoring</b>		
<b>2. Storytelling</b>			
<b>3. Collaborative</b>			
<b>4. Developing Ideas</b>	Predicting		<b>7. Empathy</b>
	Synthesising		
	Visualising ideas		
	Analysis	<b>8. Research</b>	
		<b>9. cineliteracy</b>	

..... work in progress



# Learning Designs

Engagement/activities		Exemplars	Ref
<b>1. Stimulus</b>	The emphasis of this learning design is essentially to stimulate interest and student engagement, although these activities could achieve other learning outcomes as well. Activities typically might include:		
<b>a. Starter-plenary</b>	<i>showing a clip at the start of the session to introduce a topic; showing the clip at the end of a session to act as a plenary; previewing a clip you want the students to watch independently at the end of the lecture and reviewing it or its content at the start of the next lecture</i>	<ol style="list-style-type: none"> <li>showing a clip to introduce a topic or at the end of one lecture in advance of another</li> <li>show clip at start of session on an uncovered topic – show it again at the end to see if students have developed a deeper understanding of what it is about</li> </ol>	<b>(1.a.i)</b> , Spurn Point Clip 1991 – what questions would you ask? <b>(1.a.ii)</b>
<b>b. 'Topping and Tailing'</b>	<i>taking away the sound or vision from a clip – asking students to imagine what would be present/working to complete the missing script or images</i>		<b>(1.b.i)</b> Aldershot tattoo, 1935 <b>(1.b.ii)</b>
<b>c. What happened next?</b>	<i>Question of Sport type activity and 'what happened before this...?'</i>		<b>(1.c.i)</b> hair-cutting under water in Thailand <b>(1.c.ii)</b>
<b>d. Dissonance and shock</b>	<i>using the clip as a stimulus to provoke ideas, outrage, confusion, etc</i>		<b>(1.d.i)</b> , 1988 - Human kidney scare - kidney transfusion example <b>'Kidney Town' (sale of kidney's in India)</b>  Smoking on tube (demo site) in 1960s



# Learning Designs – ‘Worksheet’

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**1. Stimulus**

**2. Narrative** (Storytelling)

**3. Collaborative**

**4. Conceptual/procedural** (Developing Ideas)

**5. Enquiry based learning** (Problem Solving)

**6. Project based** – (Authoring)

**7. Empathy** (role-play/decision-making)

**8. Research** (Independent study)

**9. Composition/aesthetics** (cineliteracy)



# Learning Designs – **Stimulus**

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Activities to stimulate interest and student engagement

1. Starter-Plenary
2. Topping & Tailing
3. Dissonance & Shock
4. Observational ‘Watch Closely’



# Learning Designs – **Narrative**

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Sequencing materials to convey a narrative or story



# Learning Designs – **Collaborative**

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Interacting and collaborating with peers to facilitate the construction of knowledge and understanding



# Learning Designs – **Conceptual/procedural**

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Optimizing opportunities for students to develop ‘deeper’ understanding of concepts and procedures

- Hypothesis Testing (POE)
- Synthesis
- Mindmaps & Diagrams
- Analysis
- Extrapolation





# Learning Designs – **Enquiry based learning** (inc. PBL)

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Using resources to solve ‘real world’ (authentic) problems or issues presented to them



# Learning Designs – **Project based**

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Authoring artefacts – ‘learning by doing’.  
Student authored video edits.



# Learning Designs – **Empathy / role-play / decision-making**

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‘Walking in the shoes of others’: decision making and role-play activities using video archives



# Learning Designs – **Independent study/research**

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Encouraging the learner to search and research materials using the search facilities/engine and the archive as a source of data



# Learning Designs – **Composition / aesthetics**

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Exploring the archives from the perspective  
of composition and aesthetics  
(mis en scene and montage)



# Learning Designs – ‘Worksheet’

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showing a clip at the start of the session to introduce a topic; showing the clip at the end of a session to act as a plenary; previewing a clip you want the students to watch independently at the end of the lecture and reviewing it or its content at the start of the next lecture

taking away the sound or vision from a clip – asking students to imagine what would be present/working to convey a message using script or image

**Exemplars**

essentially to stimulate interest and student engagement, although these activities could achieve other learning outcomes as well. Activities typically might include:

- showing a clip to introduce a topic or at the end of one lecture in advance of another
- show clip at start of session on an uncovered topic – show it again at the end to see if students have developed a deeper understanding of what it is about

although these activities could achieve other learning outcomes as well. Activities typically might include:

(1.a.i). Spurn Point Clip 1991 – what questions would you ask? (LS)

(1.a.ii)

**Aldershot**



# Reviewing Examples

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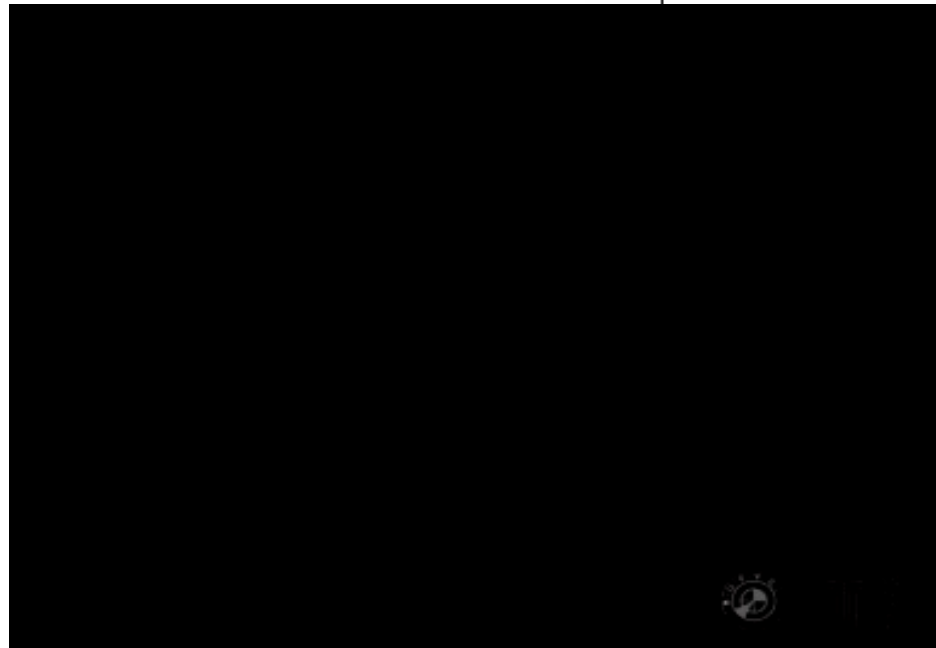
12:15 - 13:00



# 1

<b>1. Stimulus</b>	Starter-plenary
	Topping and Tailing
	What happened next?
	The unexpected
	Observing
<b>2. Storytelling</b>	
<b>3. Collaborative</b>	
<b>4. Developing Ideas</b>	Predicting
	Synthesising
	Visualising ideas
	Analysis

<b>5. Problem-solving</b>
<b>6. Authoring</b>
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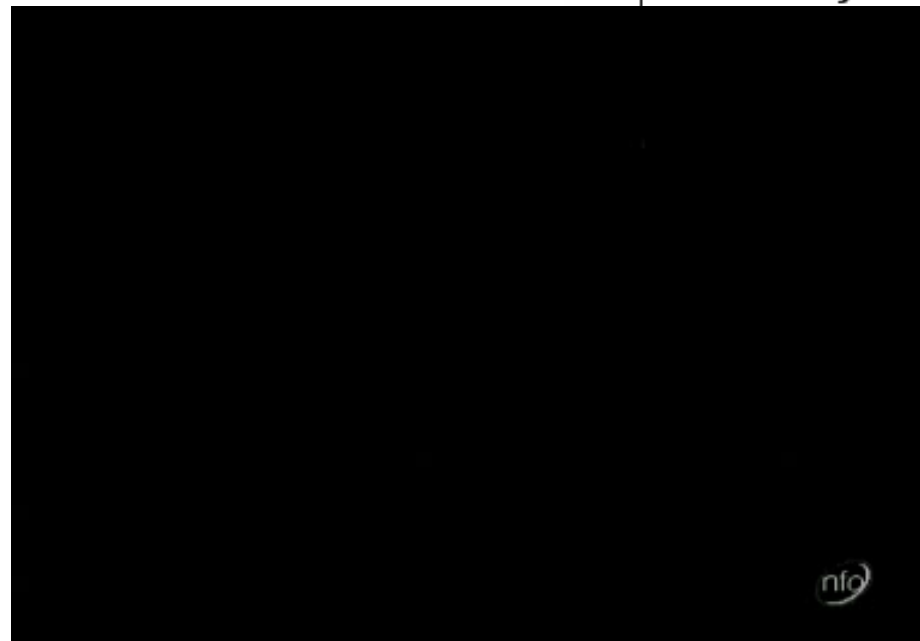
Example One



# 2

<b>1. Stimulus</b>	Starter-plenary
	Topping and Tailing
	What happened next?
	The unexpected
	Observing
<b>2. Storytelling</b>	
<b>3. Collaborative</b>	
<b>4. Developing Ideas</b>	Predicting
	Synthesising
	Visualising ideas
	Analysis

<b>5. Problem-solving</b>
<b>6. Authoring</b>
<b>7. Empathy</b>
<b>8. Research</b>
<b>9. cineliteracy</b>



Example Two

13:00-13:30  
Discussion

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**Pedagogy not Content:  
a better driver for e-learning?**

