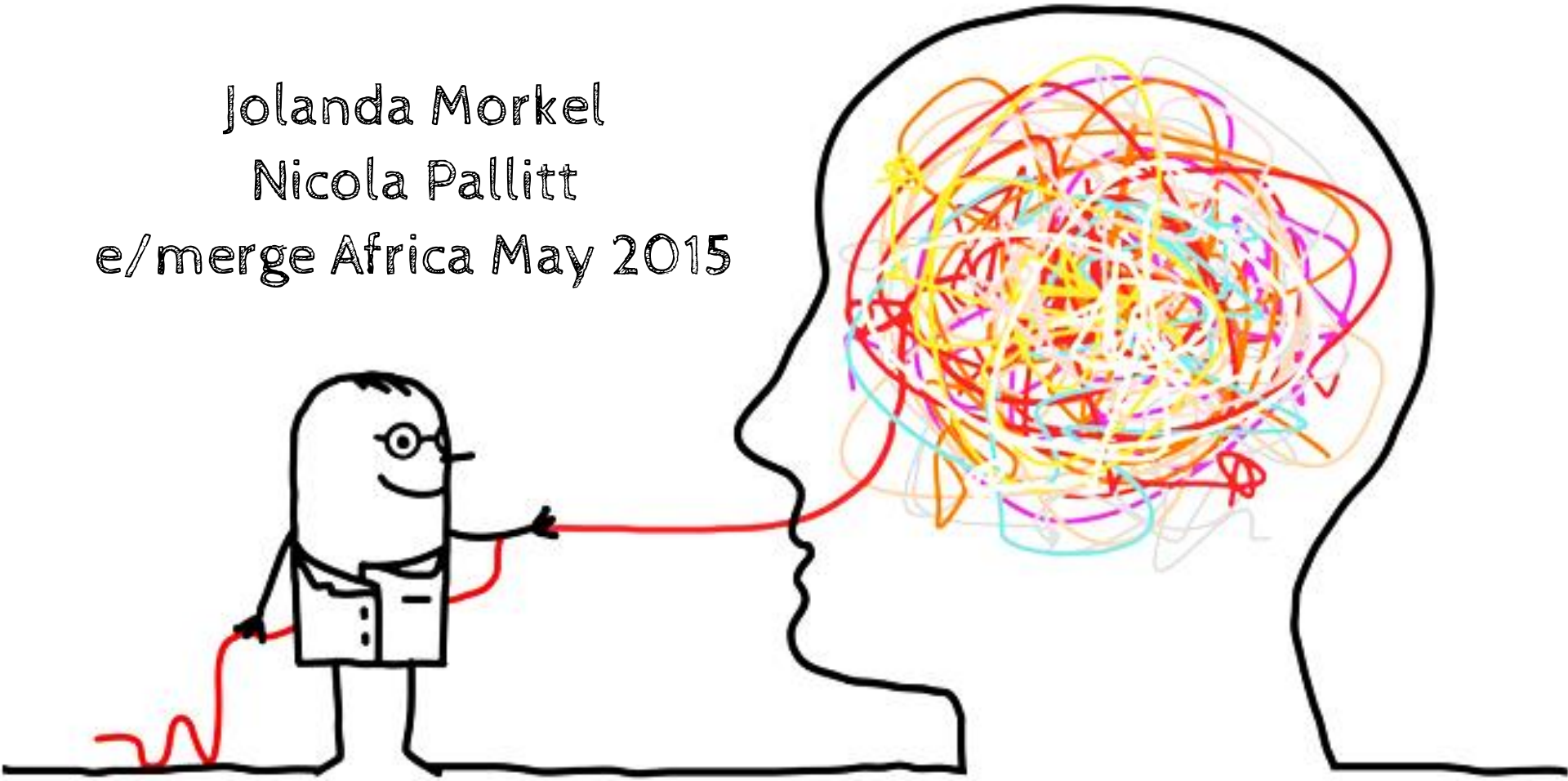
Learning Design Workshop #1

Jolanda Morkel
Nicola Pallitt
e/merge Africa May 2015



Introductions

Introduce yourself in the chat:

- Who are you?
- Where are you from?

Jolanda Morkel
is a qualified Architect and Senior Lecturer at at Cape Peninsula University of Technology (CPUT)

Dr. Nicola Pallitt
is a lecturer based at the Centre of Innovation in Learning and Teaching (CILT) at the University of Cape Town (UCT)

Overview of the workshop series

4 May:
Start of series in the e/merge Africa Forum

Workshop 1: 5 May

Design thinking approach to learning design

Design process & wicked problems

Activity 1: Problem-finding

19 May:
Closing in the e/merge Africa Forum

Workshop 2: 12 May

Concepts as analogies

Activity 2: Conceptualise / Ideate

Workshop 3: 15 May

Guiding principles

Discussion: Precedent analysis

Workshop objectives

- Why we need learning design
- How design thinking approach to learning design differs from other approaches
- Introduction to a learning design process with emphasis on the early stages

How to ruin a course

In the chat…

1. List some of the ways one can ruin a course

i.e. how to ensure your module/short course will fail!

2. Review: What are the key themes?

Feedback from workshop survey: meanings of learning design

- **Process** for thinking about online learning
- **Unpacking a course** for effective learning
- Planning teaching-learning **processes**

- Curriculum design, alignment, using appropriate technologies for **student engagement**
- Creating **engaging & meaningful** learning modules using current technologies

- Templates for creating effective learning **activities**

What WE draw on...

Grainne Conole

7Cs

- How to ruin a course
- Steps / components ✓
- MORE iteration + messy VS linear
- CONCEPT

OULDI

Open University Learning Design Initiative

- guiding principles to test alternatives
- criteria for evaluation (testing) not explicit

ADDIE

Analyse, Design, Develop, Implement, Evaluate

Iterative process

- 'problem space'
- drive for solutionism ☺

Models that rush the 'messy' space

- Problem
- Solution
- Consider Alternatives

'Pick one' VS Innovation

Design ↔ Attitude

- Meta-process
- Design thinking

Models / Methods

Theory

Diana Laurillard & Terry Anderson etc.

our design thinking 'gurus'

Nigel Cross

"design process as negotiation between problem & solution through analysis, synthesis & eval."

Bryan Lawson

'How designers think'

Consider gaps (what's missing?) & emphasis

critique of directional / linear models

Things VS People, Tools VS learning EXPERIENCE

NEED FOR DESIGN THINKING PARADIGM

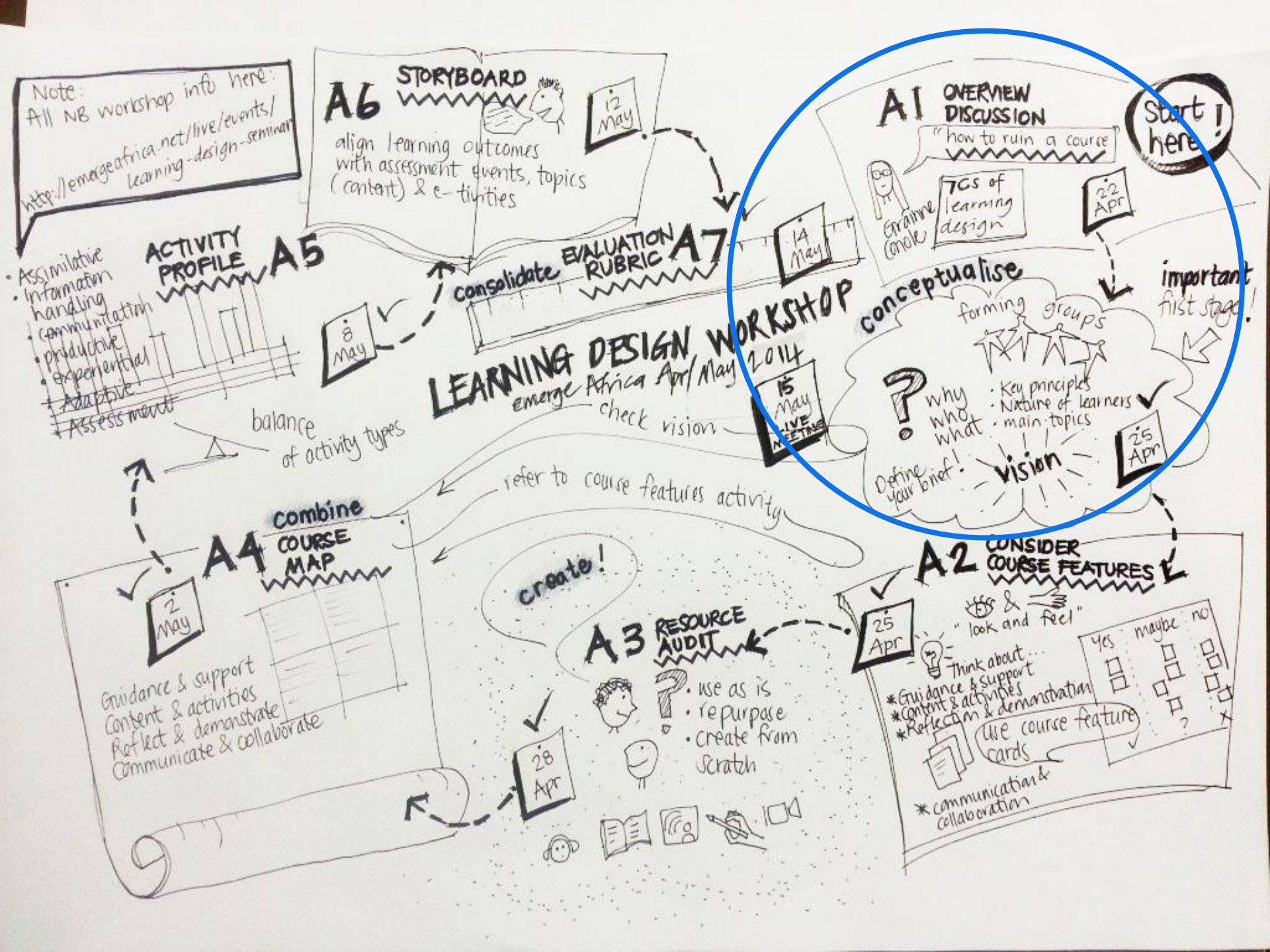
Carpe Diem

↳ Leicester Uni

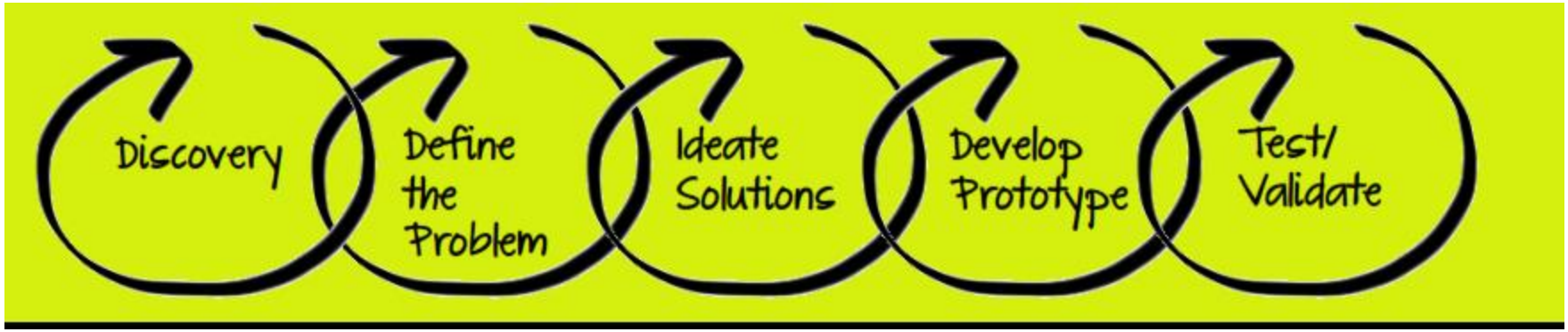
- collaborative, practical activities ✓
- 'blueprint' – 'broad principles' ✗
- mechanistic
- completing activities in linear sequence

Gilly Salmon

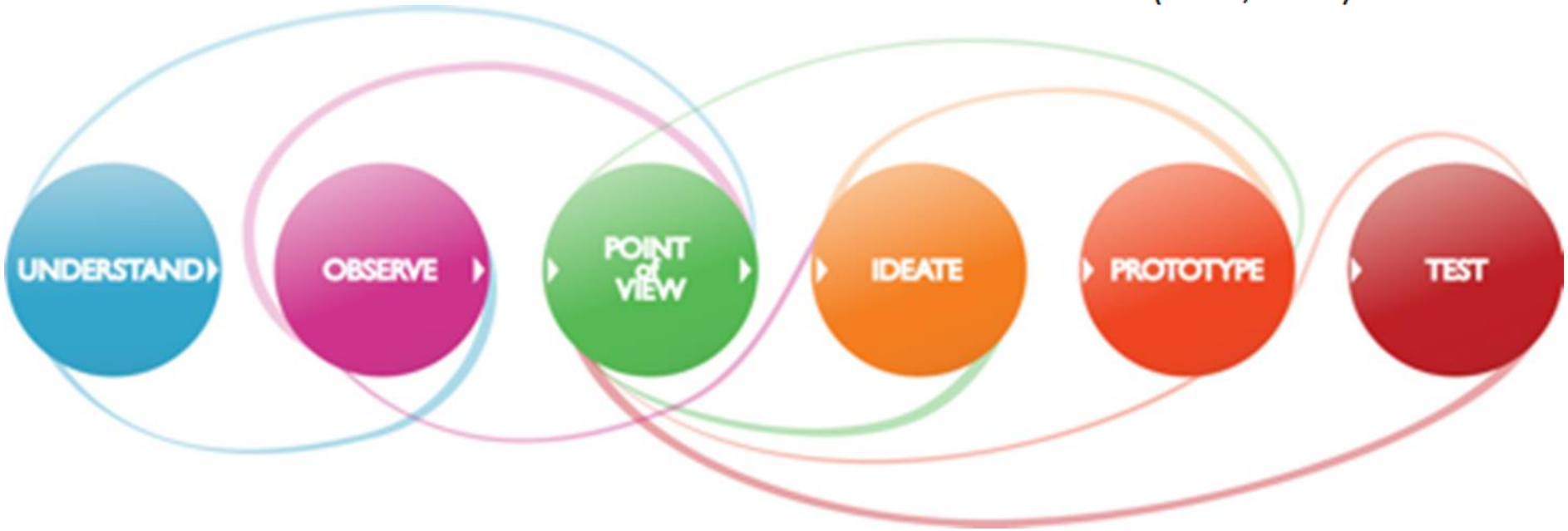
✓ Focus on design & design process


Note:
All NB workshop info here:
http://emergeafrica.net/live/events/learning-design-seminar
A6 STORYBOARD
align learning outcomes with assessment events, topics (content) & e-tivities
12 May
A1 OVERVIEW DISCUSSION
"how to ruin a course"
Start here!
Grainne Conole
7Cs of learning design
22 Apr
A5 ACTIVITY PROFILE
Assimilative
Information handling
Communication
Productive
Experiential
Adaptive
Assessment
8 May
consolidate
A7 EVALUATION RUBRIC
14 May
LEARNING DESIGN WORKSHOP
emerge Africa Apr/May 2014
15 May LIVE MEETING
conceptualise
forming groups
important first stage!
why
who
what
Define your brief!
Key principles
Nature of learners
main topics
vision
25 Apr
balance of activity types
check vision
refer to course features activity
A4 Combine COURSE MAP
2 May
Guidance & support
Content & activities
Reflect & demonstrate
Communicate & collaborate
create!
A3 RESOURCE AUDIT
use as is
repurpose
create from scratch
28 Apr
A2 CONSIDER COURSE FEATURES
25 Apr
"look and feel"
Think about...
*Guidance & support
*Content & activities
*Reflection & demonstration
*communication & collaboration
Use course feature cards
yes
maybe
no

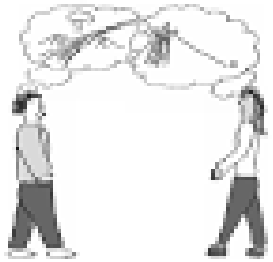
Design process



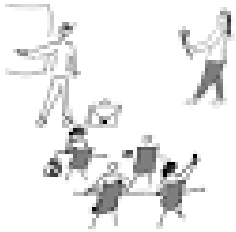
(Koch, 2012)

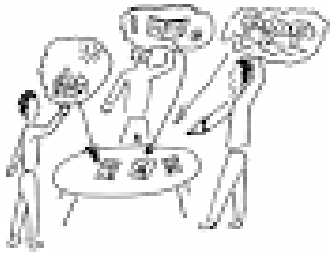


Design process



Investigate
Analyse the context, refine the challenge, identify a suitable pedagogical approach

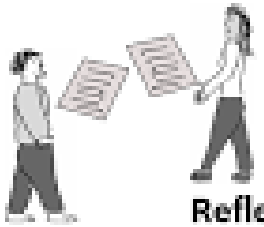




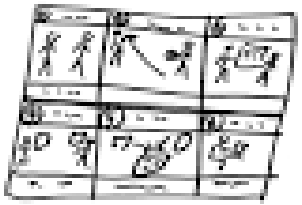
Inspire
Review examples of past innovations and apply the insights from those to your project.

Imagine
Define an educational challenge that you would like to address.

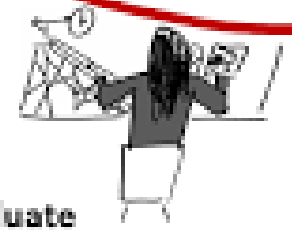
Design Inquiry of Learning



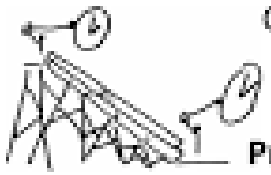
Reflect
Produce an account of your design process, the learning experiences you derived from it, and their outcomes.



Ideate
Conceptualise a solution



Evaluate
Assess the extent to which your design meets its objectives, identify areas for improvement



Prototype
A rapid crude implementation to test your ideas

A design thinking approach to learning design

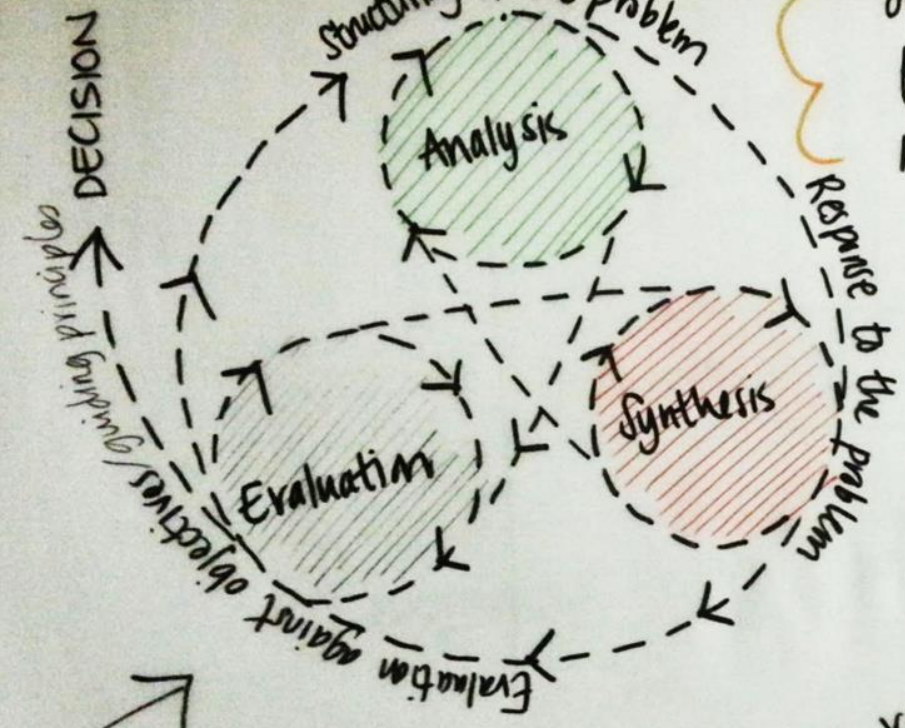
A MINDSET, not a method

Focus on the LEARNING EXPERIENCE, not the TECHNOLOGY

Iterative not linear

Innovative not procedural

MOREEL & PALLITT 2015

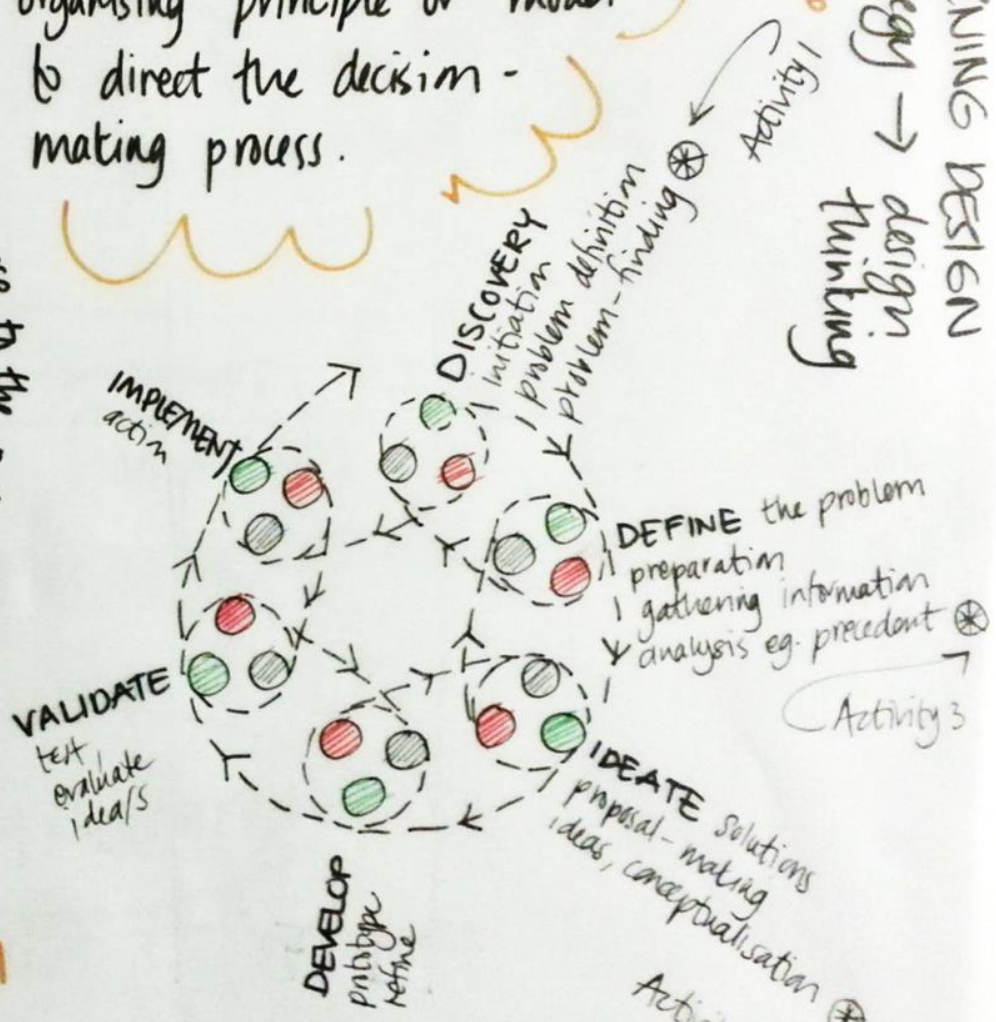


Iterative cycle

DESIGN PROCESS seen as a negotiation between PROBLEM and SOLUTION through three activities of analysis, synthesis & evaluation (Lawson 2005: 37)

CONCEPT: A prior use of an organising principle or model to direct the decision-making process.

LEARNING DESIGN strategy → design thinking



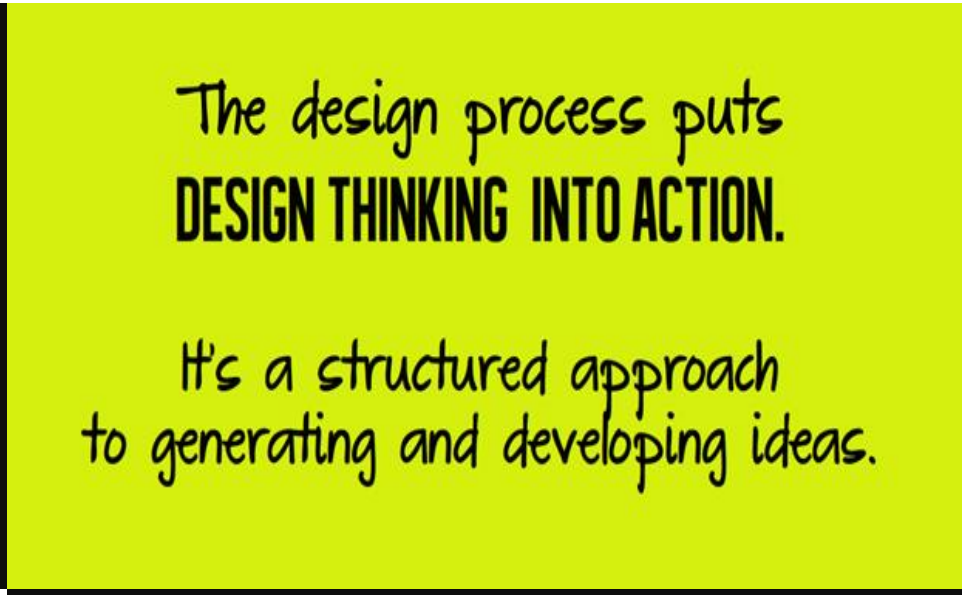
What is design?

You cannot hold a design in your hand. It's not a thing. It's a **process**. A system. A way of thinking. (Bob Gill)

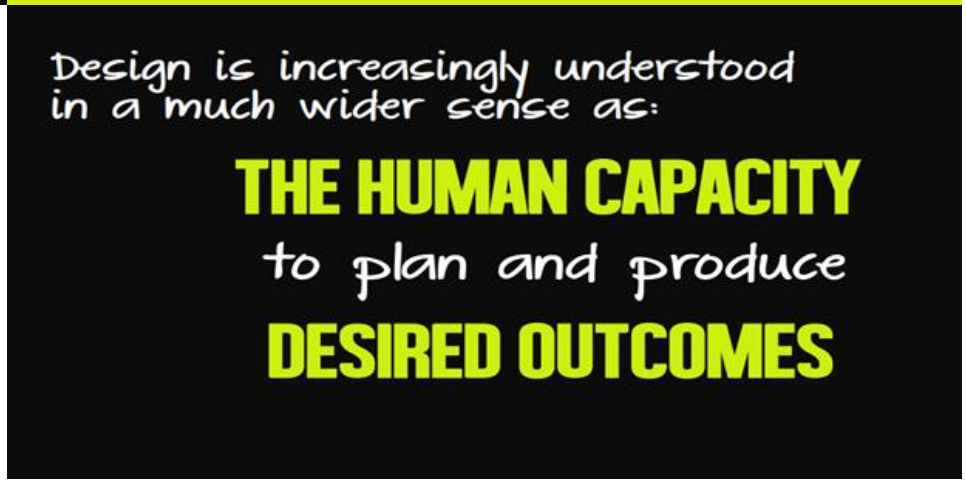
Design Thinking is a **creative process of thinking backwards** from people, that leads to design a service, a product or else, based on the conclusions of the knowledge gathered in the process. (Pilar Saura)

Do we really need a **simple definition** of design or should we accept that design is **too complex** a matter to be summarized in less than a book?
(Bryan Lawson)

What is design thinking?



(Koch, 2012)



“Right back at the beginning of this book we explored the idea of the design process as a sequence of activities. Logically it seemed getting a brief and analysing the problem came before the synthesis of solutions. In Chapter 3 however we saw that such a simplistic model is neither accurate nor helpful. However there can be no argument that designers must be skilled in finding and stating problems and in understanding and exploring them. This group of activities is perhaps best called ‘formulating’”.

(Lawson 2005: 292)

Defining the Problem

"If I had 60 minutes to solve a problem,
I'd spend 55 minutes defining it,
And 5 minutes solving it."

- ALBERT EINSTEIN

Wicked Problems

Horst Rittel

Difficult to solve WHY?

- incomplete
- contradictory
- changing requirements hard to recognise
- complex interdependencies
- solving 1 aspect may reveal/create other problems
- No quick fix "Take yr WPs in 7 easy steps"

Solutions ≠ ✓ or ✗ & multiple/no solution

resist resolution

Which is best? How decide?

Difficult to DEFINE

Not easy to separate from other problems

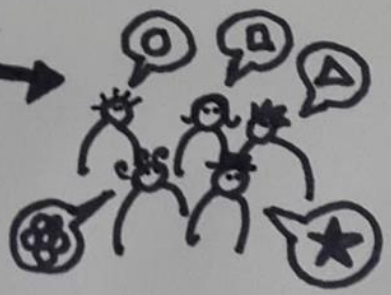
You only UNDERSTAND IT IN TRYING TO SOLVE IT...

unique

exchangeable

STOP no stopping rule

multiple stakeholders, some are invisible



CONFLICTING VIEWS
- the problem
- solution
- involvement of problem stakeholders

LACK OF CONSENSUS

GAPS
- Beliefs
- PRACTICE
- Values
- Attitudes of COMMUNITY

Info.

need to solve/ make sense of the problem

- ill-structured
- changing
- difficult to put into use

...until a problem is DEFINED it cannot be DESIGNED for

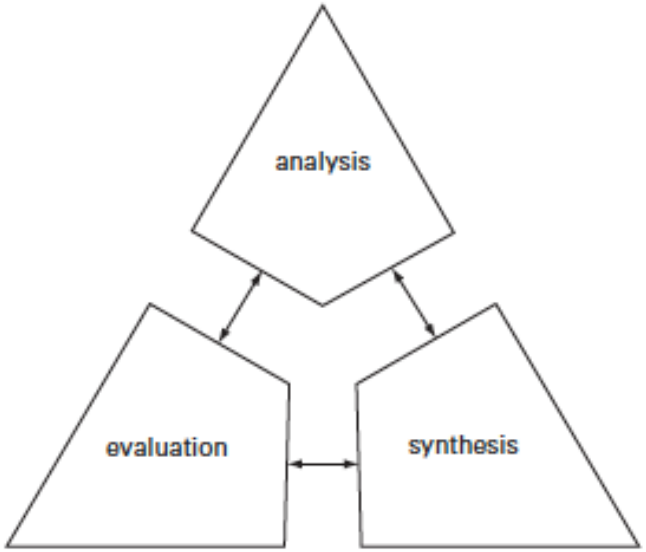
Some of our wicked problems…

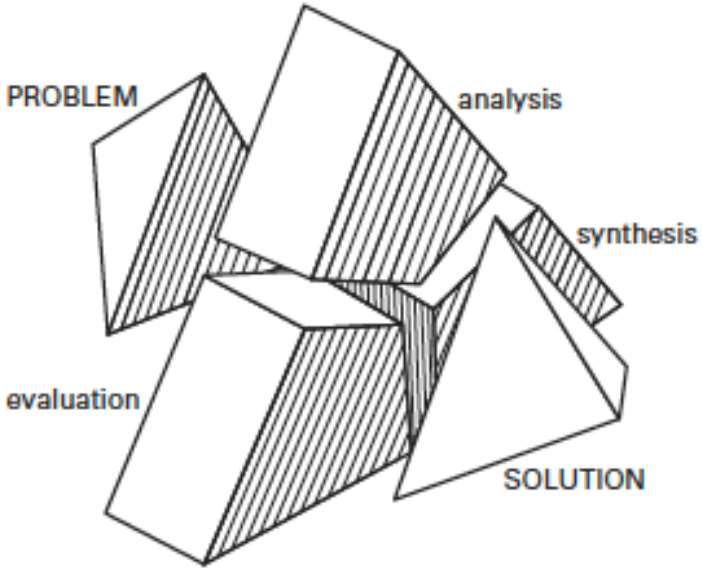
- Active / engaged / meaningful student learning
- Collaborative learning
- Increasing access to my course
- Classroom management (rowdy students)
- Massification (engaged learning for large classes)
- Flexible learning spaces (learning interventions beyond ‘traditional’ classroom spaces)

Problem/solution

Negotiating between the problem and solution view Maher and Poon (1996) talk of how designers ‘play around withi deas to get more understanding about the problem rather than focus on just finding a solution’.

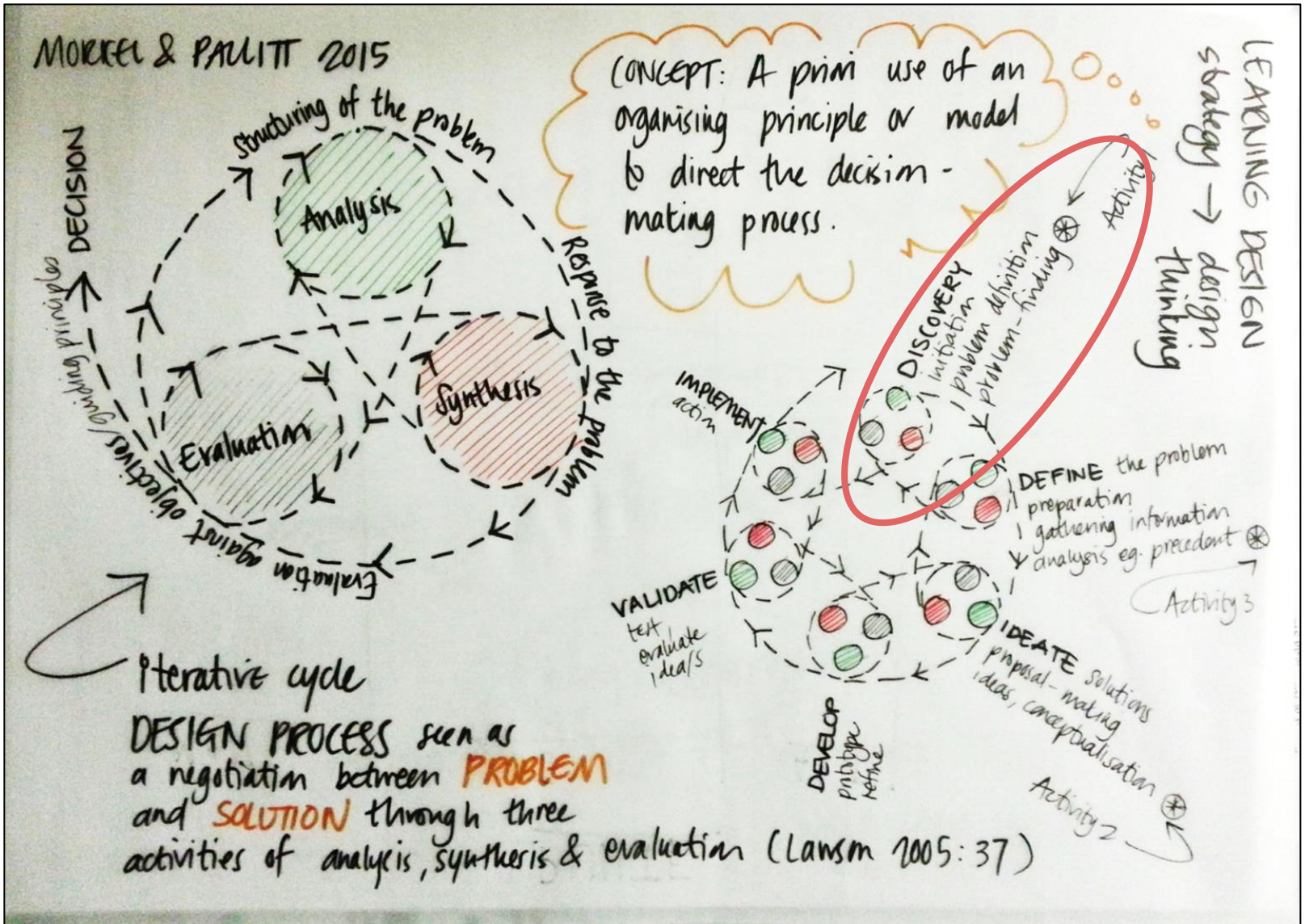
Lawson, 2005

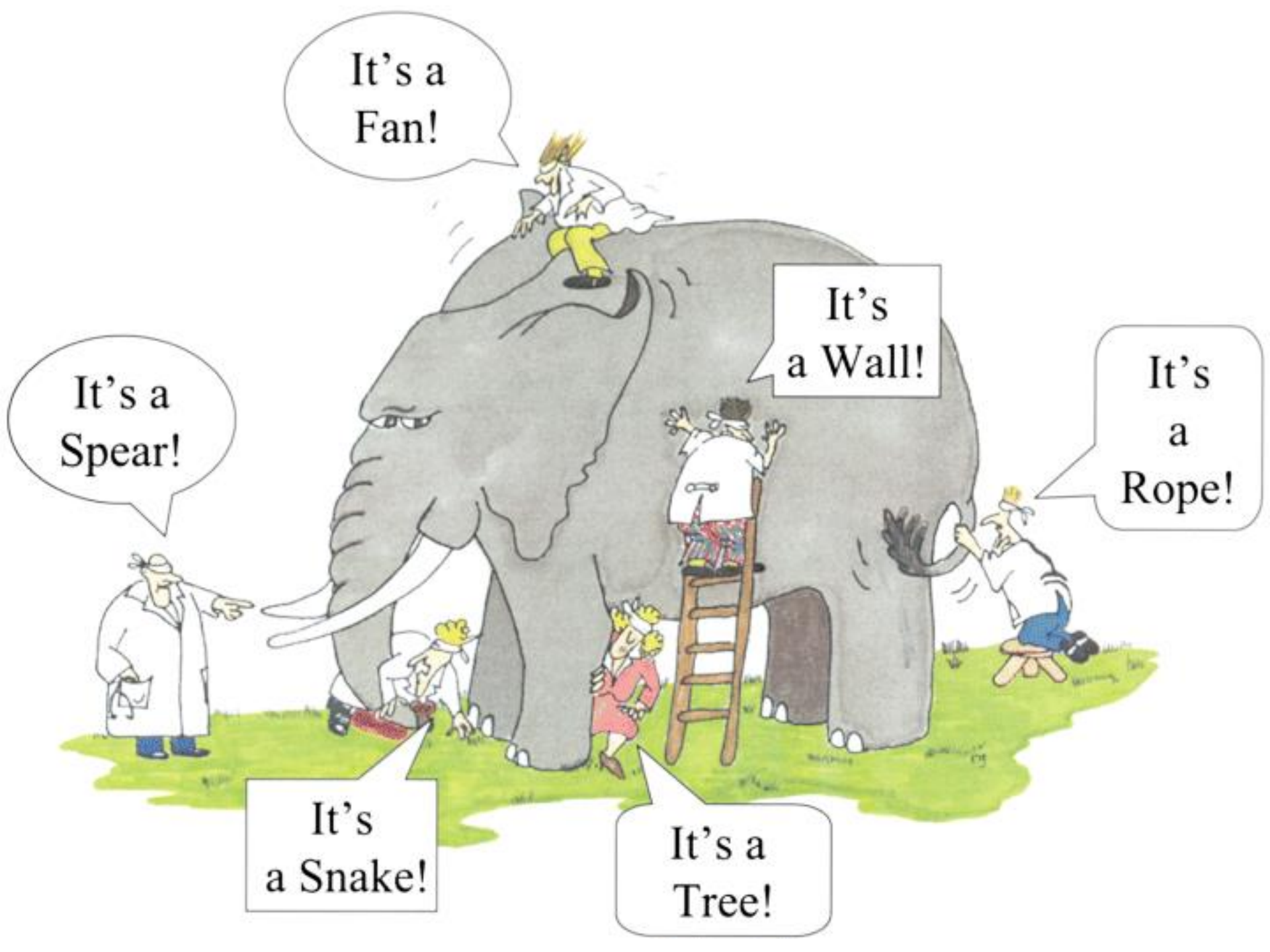




The design process seen as a negotiation between problem and solution through the three activities of analysis, synthesis and evaluation

Problem finding




It's a Fan!
It's a Spear!
It's a Wall!
It's a Rope!
It's a Snake!
It's a Tree!

Problem-finding (Lawson, 2005)

In the problem-solving view of design these skills include the ability to reformulate and give structure to ill-structured or wicked problems. Whether we think of it as the reformulation of problems or the identification of elements, making them explicit and developing their characteristics, it is clearly an important and central design skill....Problems can appear different when looked at from different points of view.

'Framing' (Schon). This activity involves selectively viewing the design situation in a particular way for a period or phase of activity. This selective focus enables the design to handle the massive complexity and the inevitable contradictions in design by giving structure and direction to thinking while simultaneously temporarily suspending some issues. The skill to create and manipulate frames is a central one in determining how the process will unfold.

Live brief: Corporate HIV/Aids training

A large corporate client approaches your learning design team to design a learning experience intervention to educate staff on HIV/ Aids. 3000 employees spread across 2 cities and 5 sites need to be trained. The objective of the training is to train staff to be aware of health issues related to HIV/ Aids, to address the stigma and to change their mindset about the epidemic.

Live brief: Corporate HIV/Aids training (cont)

The target audience consists of knowledge workers, mostly graduates. They have limited exposure to eLearning. Previous eLearning exposure was for compulsory compliance training. Employees are based in different departments and represent a range of age groups, from early 20s to mid 50s. The time commitment should be no more than 1 hour.

Activity 1: Problem-finding

- In addition to the brief, what else do you need to know in order to discover the problem and properly define the brief?
- What other information do you need?
- What questions will you ask the client?
- What wicked problems can you identify?
- What wicked problems can you identify?
- What sense can you make of this information?

Activity 1: problem-finding

Tagged: design thinking, Learning Design, live brief, problem-finding

Viewing 2 posts - 1 through 2 (of 2 total)

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Jolanda SAID

May 4, 2015 at 3:23 pm Reply #2769

Nicola SAID

Live brief: Corporate HIV/Aids training

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What wicked problems can you identify?
What sense can you make of this information?

http://emergeafrica.net/live/emergeforums/topic/activity-1-problem-finding

May 5, 2015 at 10:41 am Edit | Reply #2779

Next Workshop: 12 May

- Design concepts
- Come up with a range of possible concept analogies and apply them to the learning design challenge
- Formulate a concept to a wicked problem defined in activity 1

Activity 2: Conceptualise / ideate