

# Designing e-learning activities

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'It has been observed that the use of ICT fosters a more 'planful' and even 'design-like' attitude on the part of practitioners, who suddenly have to make explicit many aspects of their practice that would emerge ad-hoc in a live learning and teaching environment.' Beetham (2008)

**Presentational Slides:** n/a

## Plan

The aim of this session is to introduce an approach which should ensure the design of more effective e-learning activities. This is based upon the principle of short iterative development cycles, with evaluation designed at the centre of an experiential learning cycle (Experiential learning' can apply to *any* kind of learning through experience).

The emphasis is working in small groups (2 participants and one facilitator). Although you will be working on different actual designs, the other people act as critical friends, in particular role playing the student perspective.

The broad context is within a design inquiry proposal brief, which is divided into quadrants (rationale and supporting evidence, evaluation framework, learning design, and deliverables). This workshop places the emphasis on the rationale (with no literature support), the learning design and deliverables.

The background context is available from Building e-learning into your design for learning: [http://www.elearning.ac.uk/effprac/html/design\\_build.htm](http://www.elearning.ac.uk/effprac/html/design_build.htm)

The two templates are;

- Capture Context Template: <http://wiki.bath.ac.uk/download/attachments/39551197/Context+Capture+Template.doc>
- Learning design sequence: <http://www.learningdesigns.uow.edu.au/project/doc/Construct%20an%20LD%20Sequence.pdf>

## Activities

### *Activity 1: Capture context template*

- Overview of the Capture Context Template?
- Work on your capture context (10 minutes)
- Q&A with other person and the facilitator
- Re-work the capture context template

### *Activity 2: The learning design sequence*

- Overview of the learning design sequence
- Work up your ideas into a learning design sequence
- Q&A with other person and the facilitator
- Re-work the learning design sequence

## Where next?

- e-learning Team @ Uni of Bath web site: <http://www.bath.ac.uk/learningandteaching/themes/e-learning/>
- e-Learning Team @ Uni of Bath working papers (OPuS): <http://opus.bath.ac.uk/view/divisions/elearning.type.html>
- HEA Subject Centres: <http://www.heacademy.ac.uk/ourwork/networks/subjectcentres>

## Useful Links:

- JISC effective practice [planner](#) and [evaluator](#) (see attached pages)
- HEA Subject Centres: <http://www.heacademy.ac.uk/ourwork/networks/subjectcentres>
- Wikis in Higher Education: [http://www.udel.edu/sakai/training/printable/wiki/Wikis\\_in\\_Higher\\_Education\\_UD.pdf](http://www.udel.edu/sakai/training/printable/wiki/Wikis_in_Higher_Education_UD.pdf)
- Designing out plagiarism with web 2.0: [ftp://www.bioscience.heacademy.ac.uk/Resources/rosenthal\\_completed.pdf](ftp://www.bioscience.heacademy.ac.uk/Resources/rosenthal_completed.pdf)
- Mobile Simulation Gaming in Economics: [http://www.iadis.net/dl/final\\_uploads/200506C020.pdf](http://www.iadis.net/dl/final_uploads/200506C020.pdf)

### *Other popular frameworks*

- Salmon 5 Stage Model: <http://www.atimod.com/e-moderating/5stage.shtml>
- Salmon e-tivity framework: <http://www.atimod.com/e-tivities/extracts.shtml>