The 7Cs of Learning Design

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International conference on e-learning
Outline

• Transformative technologies
• An overview of learning design
• Activities
  – A1: How to ruin a course
  – A2: Course features
  – A3: Personas
  – A4: Forums, blogs and wikis
  – A5: Resource audit
  – A6: Course map
  – A7: Activity profile
  – A8: Story board
  – A9: Evaluation
Transformative technologies

• What do you think are some of the key transformative technologies of the last 30 years?
• What has been their impact on learning and teaching?
5 transformative technologies

• The web/WiFi
• Learning Management Systems (LMSs)
• Mobile devices
• OER/MOOCs
• Social media
Transformative characteristics

• Access to rich interactive resources
• Many ways to communicate and collaborate
• Instant access to knowledge
• Enable open practices
• Portable across devices and locations
Challenges

• Web/Wifi
  – Lack of connectivity
  – Online 24/7

• LMS
  – Institutionally focused
  – Not transferable post course

• Mobile devices
  – Battery life
  – Fragile
  – Web pages not rendered properly
Challenges

• OER/MOOCs
  – Finding relevant resources
  – Evaluating quality and relevance
  – Lack of support
  – High drop out rates
  – No formal recognition

• Social media
  – Confusing
  – Balance between white noise/relevance
Peering into the future….

- Artificial intelligence
- Cloud computing
- Augmented and virtual reality
- Learning Analytics and adaptive learning
- Affective computing Learning through social media
- Productive failure
- Learning from the crowd
- Learning through video games
- Formative analytics
- Learning for the future
Promise and reality

Social media offer new ways to communicate and collaborate. Wealth of free resources and tools

Not fully exploited
Replicating bad pedagogy
Lack the time and skills

https://www.alt.ac.uk/sites/alt.ac.uk/files/public/ALTsurvey%20for%20ETAG%202014.pdf
Learning Design

• A pedagogically informed approach to design that makes appropriate use of technologies
What is learning design? (1)

https://www.flickr.com/photos/anonymouscollective/1899303123
What is learning design? (2)

https://www.flickr.com/photos/frawemedia/5187769740
What is learning design? (3)

Sharing

https://www.flickr.com/photos/10075621@N06/3810402230
The Larnaca Declaration on Learning Design

http://www.larnacadeclaration.org/

http://gti.upf.edu/metis-meeting-teachers-co-design-needs-by-means-of-integrated-learning-environments/
Learning Design

Shift from belief-based, implicit approaches to design-based, explicit approaches

Encourages reflective, scholarly practices
Promotes sharing and discussion

http://olds.ac.uk
The 7Cs of Learning Design

1. Conceptualise
2. Communicate
3. Create
4. Collaborate
5. Consider

Activities

Synthesis

Combine

Implementation

Consolidate

Vision

http://www2.le.ac.uk/projects/oer/oers/beyond-distance-research-alliance/7Cs-toolkit
Conceptualise

• Vision for the course, including:
  – Why, who and what you want to design
  – The key principles and pedagogical approaches
  – The nature of the learners
Course features

http://cloudworks.ac.uk/cloud/view/5950

- Pedagogical approaches
- Principles
- Guidance and support
- Content and activities
- Reflection and demonstration
- Communication and collaboration
Pedagogical approaches

Inquiry based
Problem based
Case based

Dialogic

Situative

Vicarious
Didactic
Authentic

Collaborative

Constructivist
Guidance & Support

- Learning pathway
- Mentoring
- Peer support
- Scaffolded
- Study skills
- Step by step
- Tutor directed
- Help desk
- Remedial support
- Library support
Reflection & Demonstration

E-Assessment

E-Portfolio

Diagnostic

Formative

Summative

Peer feedback

Vicarious

Feed forward

Reflective

Presentation
Create

• Finding and creating interactive materials
  – Undertaking a resource audit of existing OER
  – Planning for creation of additional multimedia such as interactive materials, podcasts and videos
  – Mechanism for enabling learners to create their own content
Communicate

• Designing activities that foster communication, such as:
  – Looking at the affordances of the use of different tools to promote communication
  – Designing for effective online moderating
Collaborate

• Designing activities that foster collaboration, such as:
  – Looking at the affordances of the use of different tools to promote collaboration
  – Using CSCL (collaborative) Pedagogical Patterns such as JIGSAW, Pyramid, etc.
Consider

• Designing activities that foster reflection
• Mapping Learning Outcomes (LOs) to assessment
• Designing assessment activities, including
  – Diagnostic, formative, summative assessment and peer assessment
Combine

• Combining the learning activities into the following:
  – Course View which provides a holistic overview of the nature of the course
  – Activity profile showing the amount of time learners are spending on different types of activities
  – Storyboard: a temporal sequence of activities mapped to resources and tools
  – Learning pathway: a temporal sequence of the learning designs
Consolidate

• Putting the completed design into practice
  – Implementation: in the classroom, through a VLE or using a specialised Learning Design tool
  – Evaluation of the effectiveness of the design
  – Refinement based on the evaluation findings
  – Sharing with peers through social media and specialised sites like Cloudworks
A1: How to ruin a course

**Purpose:** To consider the ways in which technologies can ruin a course and creation of strategies to avoid these problems

- List the ten ways in which technologies can ruin a course
- Consider strategies to avoid these issues

**E-tivity Rubric:** [http://tinyurl.com/m3x32se](http://tinyurl.com/m3x32se)
A2: Course Features

**Purpose:** To consider the features you want to include in your module/course, which will determine not only the look and feel of the course, but also the nature of the learners’ experience.

**E-tivity Rubric:** [http://goo.gl/CRpc5](http://goo.gl/CRpc5)
A3: Persona

**Purpose:** To envision the types of learners who will take the course

**Persona Card - Learning Design**

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<table>
<thead>
<tr>
<th>Name:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Gender:</td>
<td></td>
</tr>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Lives in ... with ... Likes ...</td>
<td></td>
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</tbody>
</table>
# A4: Forums, blogs and wikis

**Purpose**: To consider the use of three central, LMS-based tools for interaction

<table>
<thead>
<tr>
<th>Discussion Forums</th>
<th>Blogs</th>
<th>Wikis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflection</td>
<td>Expression</td>
<td>Collaboration</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Communicating successes and pitfalls</td>
<td>Idea development</td>
</tr>
<tr>
<td>Feedback</td>
<td>Dissemination of information</td>
<td>Project collaboration</td>
</tr>
<tr>
<td>Problem solving</td>
<td>Facilitates in the moment thought!</td>
<td>Students and self esteem</td>
</tr>
<tr>
<td>Encouraging participation</td>
<td>Audience and affirmation and reaction</td>
<td>Using existing wikis as a critical resource</td>
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<tr>
<td>Ice breaker</td>
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<tr>
<td>Observation opportunity</td>
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<tr>
<td>Idea generation</td>
<td></td>
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</tr>
<tr>
<td>Are they really good for all? Diversity of students</td>
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</tbody>
</table>
A5: Resource audit

**Purpose:** To identify which free resources (Open Educational Resources) to include in your course/module, how much they need adapting and which new resources you need to create.

• **E-tivity Rubric:** [http://goo.gl/C31yv](http://goo.gl/C31yv)
A6: Course Map

**Purpose:** To start mapping out your module/course, including your plans for guidance and support, content and the learner experience, reflection and demonstration, and communication and collaboration.

**E-tivity Rubric:** [http://goo.gl/Z5eu7](http://goo.gl/Z5eu7)
A7: Activity Profile

**Purpose:** To consider the balance of activity types that will be included in your module/course.

![Activity Profile Flash Widget](http://goo.gl/WMIzu)

- **E-tivity Rubric:** [http://goo.gl/WMIzu](http://goo.gl/WMIzu)
A8: Storyboard

**Purpose**: To develop a storyboard for your module/course in which the learning outcomes are aligned with the assessment events, topics (contents) and e-tivities.

**E-tivity Rubric**: [http://goo.gl/z1VON](http://goo.gl/z1VON)
A9: Rubrics for evaluation

**Purpose:** To devise a set of criteria for evaluating the success of the design in a real learning context

- Brainstorming some criteria to evaluate the success of the design in a real learning context
- Try and focus on measurable/observable things
- Think about what data collection you might use – classroom observation, surveys, interviews, use of post its (Things I liked, room for improvement, etc.)
  - Use the LTDI Evaluation Cookbook to get ideas
  - [http://www.icbl.hw.ac.uk/ltdi/cookbook/](http://www.icbl.hw.ac.uk/ltdi/cookbook/)
Evaluation and Action Plan

Things I Liked

Room for Improvement

3 Words to Describe the Workshop

Action Plan
Useful sites and resources

- **7C of Learning Design resources**
  - [http://www2.le.ac.uk/projects/oer/oers/beyond-distance-research-alliance/7cs-workshop-resources](http://www2.le.ac.uk/projects/oer/oers/beyond-distance-research-alliance/7cs-workshop-resources)

- **Cloudworks site for sharing and discussing learning and teaching ideas**
  - [http://cloudworks.ac.uk/](http://cloudworks.ac.uk/)

- **e4innovation.com blog**
Welcome to e4innovation

Gráinne Conole is an e-learning expert and consultant with a range of research interests in the use of digital technologies for learning, teaching and research. She can undertake commissioned reviews and reports, run workshops, and provide tailored e-learning support and advice.

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