A Learning-centred model to integrate ‘learning objects’ within a ‘task-based’ approach

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Your Preferred Learning Environment(s) ........??

What are you doing?

Where are you?

Is anyone with you?
During this presentation participants will consider:

- changes in thinking about learning spaces / course design
- an instructional design model (T5) that provides a framework
- the connection to OBASL
- how technology can provide interactive features based on pedagogical choices
- educational implications – ‘learning time’ / ‘learning space’
What type of Learning Spaces ...

Around a table in ‘real’ space?

In a ‘virtual world’?

In Class blog Or wiki…?

In a Lecture Classroom ?

In a Discussion? – Online or face to face?

Individual or Group…. ?
What is Innovation?

Doing old things in new ways?

Doing new things in new ways?

‘Rethinking’ old and new things to use new tools in new ways?

Pedagogy ↔ **Technology** ↔ Pedagogy.
Past Experience with Online Learning Spaces
(Delivering ‘Content’)

Early use of online:

Content resources:
- Lecture Notes
- Power Points
- Syllabus

Problems??
Thinking about Online Course Design.

Early thoughts:

Content resources:
- Lecture Notes
- Power Points
- Syllabus

Encourages ‘learning for replication’
Vs ‘learning for meaning’
Knowledge arises from: “ongoing conversations about things that matter, conversations that are themselves embedded within larger traditions of discourse that we have come to value (science, the arts, history, literature, and mathematics, among many others).”

(Applebee, 1996, p.3)
Shift in Thinking from

How do I teach this?

What do my students need to do to ‘learn’ this?

How can I create the environment for them to do the activities needed for learning?
The T5 Model

- a learning-centred instructional design structure where learning outcomes define the framework for a unit of study.

- learning tasks and feedback are the primary vehicles for learning.
T5 Model: Components of a learning environment

- **Tasks** (learning activities)
- **Tutoring** (feedback)
- **Teamwork** (collaboration)
- **Topics** (course resources)
- **Tools** (resources/social networking/repositories)

Followed by Reflection – Next iteration
What you want your students to learn:
Aims and Learning Outcomes

How you want your students to learn:
Teaching and Learning Activities aligned with LO

How you will judge how well your students have learned:
Assessment methods and Standards aligned with LO

T5 Model
Outcome-based Approach

- Intended outcome
- Content
- Teaching & Learning Activities
  - Technology?
  - Why?
  - What type?
  - When?
- Assessment

(Consider alignment)
What is the desired Learning Outcome?

**Before** deciding on the use of a technology option

**Consider**

What types of Learning Activities might be appropriate to help the student achieve the outcome?

- Audio Visual Presentations
- Field Trips/guests/panels
- Demonstration and Practice
- Small group Discussions
- Case Studies
- Interviews
- Lectures
- Other

**Then** – consider online options to support student learning

ALL OF THE ABOVE CAN BE REAL OR VIRTUAL
Mapping

Content (Topic)
Activity:
- what does the learner do?
- what does the teacher do?
- what are the deliverables?
- what is the feedback (how deliverable evaluated)

Unit of Study

Timeline
Time & Space/Common Practice Model:

*What is wrong with this model?*

<table>
<thead>
<tr>
<th>Class Time</th>
<th>Student Time</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Homework</td>
<td>Assignments</td>
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Alternatively .................

**Prior** and/or **Post** Class

Social Collaboration Tools
Reflection Tools (ie Portfolio/BLogs/Discussion)

Students submit

- Task 1
- Task 2
- Task

Student completes online tasks/visits a virtual space
engages in online discussion … other

May be automatically ‘marked’ by online system
Student receives online *feedback*

Professor reviews and determines common problems – lecture
Deals with students misconceptions – *inclass feedback*
Thank you!

Questions/Discussion/Comments?