



THE UNIVERSITY of EDINBURGH
informatics

Support for course design (ELDeRs)

9th May 2022

Fiona Hale, School of Informatics





What this session is:

- Fiona Hale, Part Time Learning Technologist, School of Informatics
- Cristina Alexandru, University Teacher, School of Informatics
- Q and A

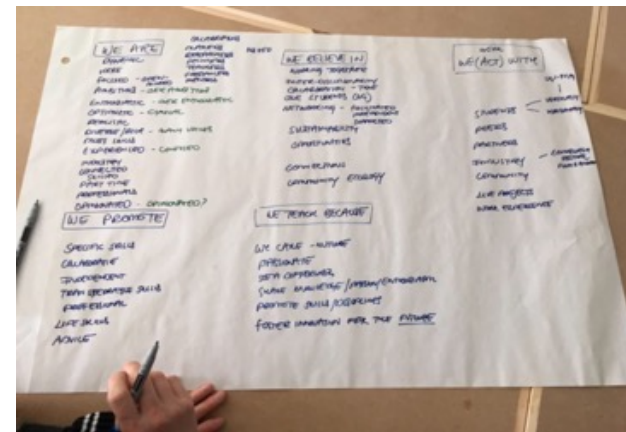
What this session is not!

- Hands on Training
- Tools Demonstration
- A Learning Design Workshop



My Background

- Lecturer, University College Dublin
- Research associate, Moray House School of Education
- Associate tutor, PGCap and MSc Digital Education
- Service Lead: Collaborate, Moodle, Virtual Worlds, Maker Space
- Learning Design Research Project, with IAD
- ELDeR service (Edinburgh Learning Design Roadmap)





Learning Design

- Collaborative, team based, hands on
- Tool agnostic
- Designing Learning Activities (*not* teaching activities) – design with the learner in mind
- Begin at the end to get a strong handle on what you are trying to achieve –
 - Alignment of Learning outcomes; Assessment and Feedback; Learning Activities
 - Checkpoints for students – How do *they know they are getting there?
 - Checkpoints for staff - How do *you know they are getting there? (student engagement)

“At [the] heart is the student learning experience, where student feedback and assessment literacies are given top priority, and a shared vision of the course/programme is developed between team members”.

“By considering what students should be able to do by the end of the course and how they will know that they are getting there, a foundation is set for authentic assessment that aligns with learning outcomes” (McCune & Hounsell, 2005; Wiggins & McTighe, 2005).



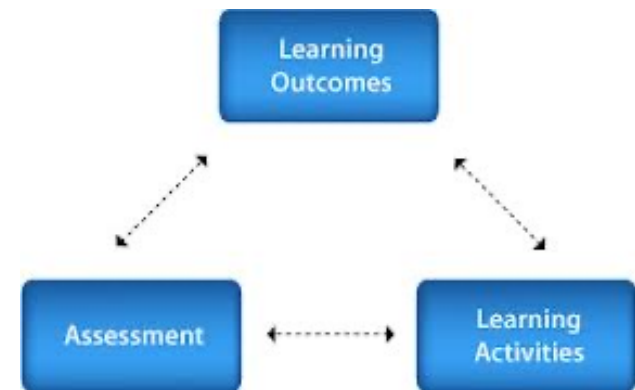
Learning outcomes

What should students be able to *do* at the end of a course?
... Expressed as active behavioural verbs

Cathy Bovill's presentation: https://media.ed.ac.uk/media/0_dajm28dz

Assessment (and feedback)

How does a student *know* they are getting there?
How do *you* know they are getting there?

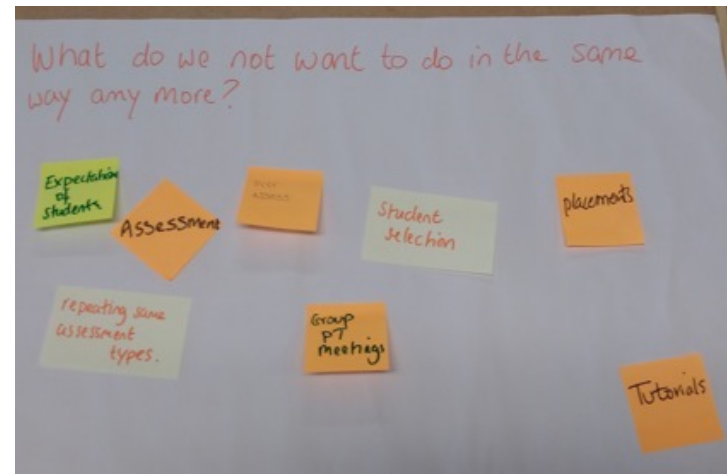




Challenges

- How can we adapt to a hybrid teaching model?
- How do we keep students engaged?
- How do we assess?
- How do we give “good” feedback?

Opportunity





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ELDeR – for Informatics

- Information on the ISG-ran ELDeR - <https://www.ed.ac.uk/information-services/learning-technology/learning-design/elder>
- 2-day ELDeR workshop available within Informatics and facilitated by ILTS – email Fiona.M.Hale@ed.ac.uk initially



Support around Learning and Teaching

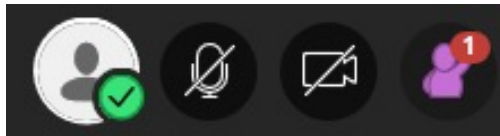
- ILTS Blog - <https://blogs.ed.ac.uk/ilts/>
- Email support: lt-support@inf.ed.ac.uk
- Book a 1-1 with ILTS: <https://edin.ac/3t5akZi>
- 2-day ELDeR workshop within Informatics and facilitated by ILTS – email Fiona.M.Hale@ed.ac.uk initially



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Q and A

Raise Hand, please





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THANK YOU!