



Designing online courses

Jon Jack,
Educational Design & Engagement,



APPROACHES TO COURSE DESIGN



Our 2 day facilitated programme and course design workshops



UX / LX

User experience methods applied to course design



**ABC Course
design**

Adapted ABC rapid course design, based upon Laurillard Learning types. Piloting for DLAS



ELDeR - **WHAT.**

The Edinburgh Learning Design Roadmap (ELDeR) process is a facilitated learning design workshop available for programmes and/or courses, (UG or PG, on campus or online), undergoing development or redesign.

- Two-day course-level ELDeR workshop, with a set structure, run 6 times a year for multiple course groups (maximum 4 course groups per workshop).
- * Two-day programme-level ELDeR workshop, with a set structure, run 6 times a year for an individual programme.





ELDeR – COURSE LEVEL.



Day One:

- **Stage 1:** Blueprint - includes *mission statement* and *look and feel*.
- **Stage 2:** Assessment Literacies - includes *learning outcomes, assessment and feedback*
- **Stage 3:** Storyboard - map the student journey, how they move through the process, what the critical moments are

Day Two:

- **Stage 4:** Reality check - provided by a student or a critical friend.
- **Stage 5:** Review and Adjust - workshop is following an iterative development model
- **Stage 6:** Action Plan
- **Stage 7:** Reflection and Personal Development



ELDeR – PROGRAMME LEVEL.

Day One:

STAGE ONE

- 1.1 What are our core values?
- 1.2 What is the purpose of the programme?
- 1.3 What must we teach / what must the students learn?
- 1.4 What would we like to teach / what would we like the students to learn?
- 1.5 What must be taught before what?
- 1.6 What can be taught anytime?
- 1.7 What do we not want to do in the same way any more?
- 1.8 What new things do we want to do / what do we want to do more of?

Day Two:

STAGE TWO

- 2.1a Program Learning Outcomes
- 2.1b Mapping to module level
- 2.2 Programme storyboarding
- 2.3 Assessment and feedback

STAGE THREE

- 3.1 Action Plan



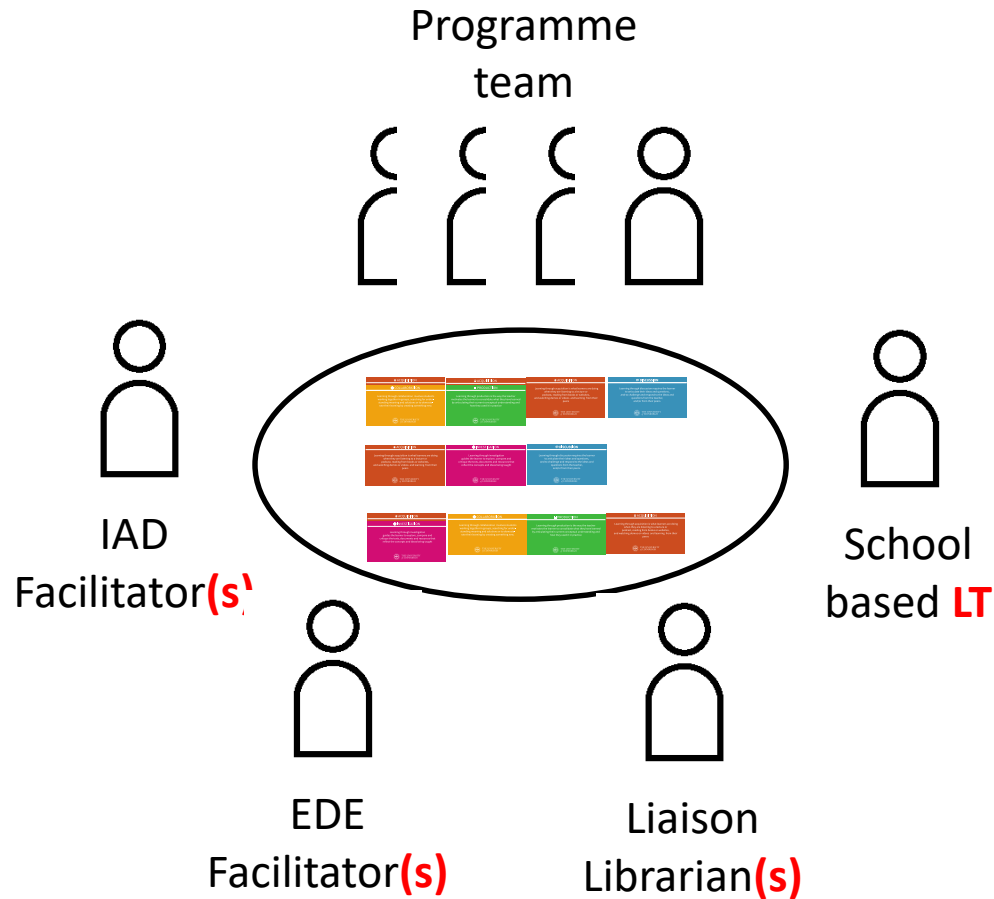


ELDeR - **UPDATES.**



1. Pre-requisite workshops - LO's, course aims
2. Personas / UX
3. Course templates
 1. Built around VLE standards project
4. ABC Course storyboarding introduced

ELDeR – WHO



ELDeR is team-based and collaborative and we have seen the highest level of success and positive impact on student experience when a team-based approach is applied.

****** The academic lead for the programme / course will ensure that workshop attendees commit to attend the entire workshop.



ELDeR – HOW



Proforma circulated by EDE



Proforma completed (while considering availability for 2 consecutive days)



Proforma Returned to EDE

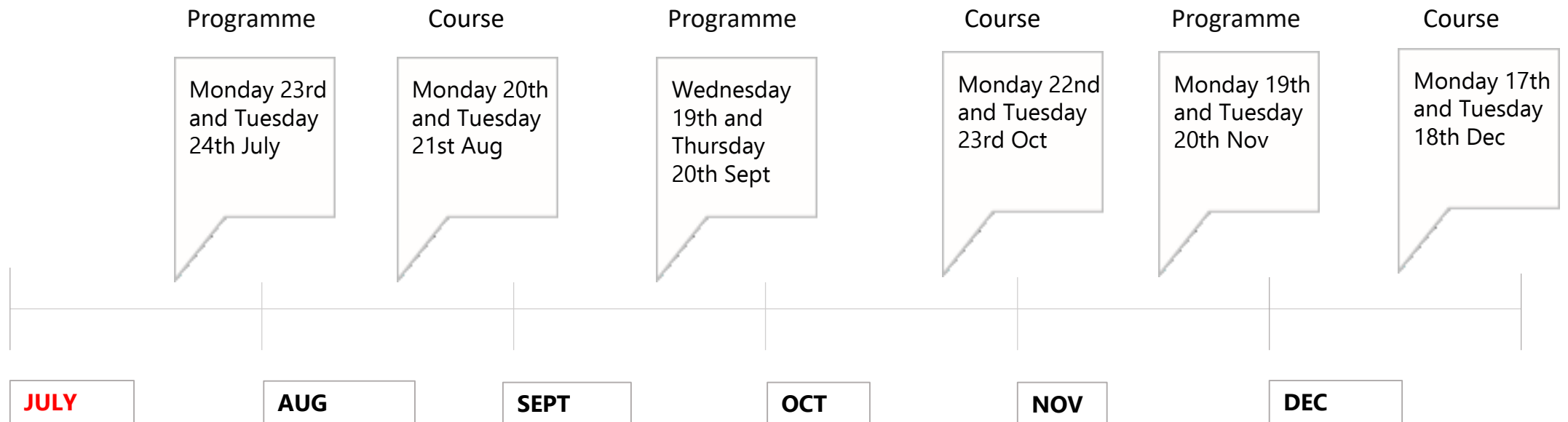


Proforma sent to Assessment and feedback committee for review





ELDeR EVENTS – **WHEN**



UX - PERSONAS



A persona is not an actual person. **But ...**



A persona is a pretend user or a “Hypothetical archetype”. **But ...**



A persona is a story and description of a user, who has a name, a life and personality

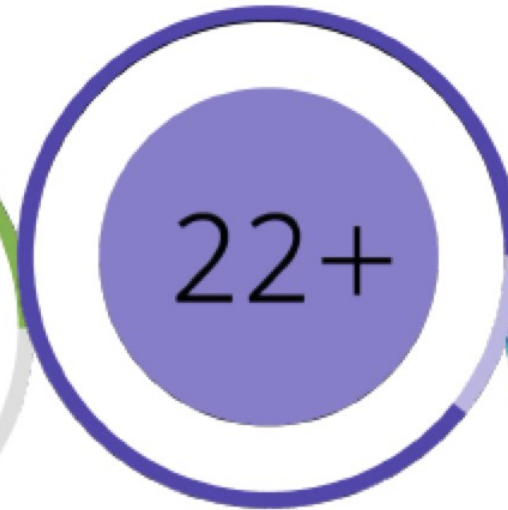
In 2017



55%
Are employed
full time



75%
Have a BA or
MA degree



89%
Over age 22



45%
From emerging
markets

Catherine: Cautious Careerist



“I’ve not got a great idea of how the course will be delivered and I want to know details about the course modules. What exactly will I be studying?”

Key traits:
**Determined;
Thorough; Critical**

Most in need of:
**Course module &
online delivery detail**

I’ve a first degree in business where I specialised in financial services management. I’m currently working as a Senior Business Analyst for a leading insurance company. Over the past decade there has been a major increase in legislation and governance in the sector – fallout from the financial crash of 2007. I’ve been working on compliance projects for a while now.

I want to develop a career in compliance and so the area of commercial law is of interest to me. I really think that this will provide a lot of opportunities for me in the future.

I don’t want to lose all my existing experience though but use my work

experience as well as the new degree to be able to move my career onwards. It will give me a fairly unique set of skills in my own company for instance.

I live and work in Edinburgh so it makes sense to study there if I can. I know it has got a good reputation overall and I assume the Law School has too, although I don’t know that. I’ll be able to use the library to get books out. If I have a problem with the course at any point it would be very easy to actually go in and see someone to sort things out. It would be much harder if I was studying somewhere else.

Motivations to study online:

- Need to remain in full-time employment
- Flexible method of study

Motivations to study at Edinburgh:

- Reputation of the University
- Quality of teaching and of other students on the course
- Course modules appear to meet needs
- Live in the city, so library resources and support easily available.



AN ADAPTATION OF **ABC**

||

The ABC curriculum design method is an effective and engaging hands-on, card-based approach to curriculum design, Developed at UCL by Clive Young and Natasha Perovic.

it is built on curriculum design research from the JISC / University of Ulster (Viewpoints) and work of Prof Diana Laurillard (learning types)



LEARNING TYPES (FRONT).

ACQUISITION

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos and learning from their peers



COLLABORATION

Learning through collaboration involves students working together in groups, searching for understanding meaning and solutions or to demonstrate their learning by creating something new.



DISCUSSION

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers.



INVESTIGATION

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught



PRACTICE

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal



PRODUCTION

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice





LEARNING TYPES (BACK).

ACQUISITION

Learners will:

- Watch
- Listen
- Read
- Observe
- State
- Name
- Tell
- Define
- Repeat
- Arrange
- Describe
- Memorise
- Recognise
- Recall

Examples:

- Reading, books, papers, websites, digital documents and resources
- Lectures presentations, podcasts, webcasts
- Watching animations, videos master classes, demonstrations
- Guided reading

Description

Part of an assessment

Learning time

COLLABORATION

Learners will:

- Create
- Share
- Discuss
- Role-play
- Review
- Arrange
- Identify
- Report
- Practice
- Demonstrate
- Employ
- Conclude
- Support

Examples:

- Build a joint digital output
- Small group project using wiki, chat, forums for discussing output.
- Develop a shared resource
- Mentor other learners
- Construct shared understanding
- Explore each others perspectives and experiences

Description

Part of an assessment

Learning time

DISCUSSION

Learners will:

- Comment
- Debate
- Reflect
- Contribute
- Define
- Describe
- Explain
- Critique
- Compare
- Propose
- Review
- Defend
- Argue
- Rationalise

Examples:

- Synchronous and asynchronous
- Student led lecture
- Reflective review on activities
- Sharing experiences, applying concepts to experience or examples.
- Tutorials, seminars, email discussions discussion groups, discussion forum

Description

Part of an assessment

Learning time

INVESTIGATION

Learners will:

- Discover
- Search
- Retrieve
- Identify
- Reference
- Classify
- Inspect
- Measure
- Compose
- Review
- Score
- Theorise
- Experiment

Examples:

- Analysing the ideas and information in a range of digital resources
- Using digital tools to collect and analyse data
- Comparing digital texts
- Browse, search and collate notes
- Investigate authentic situations

Description

Part of an assessment

Learning time

PRACTICE

Learners will:

- List
- Recall
- Define
- Arrange
- Recognise
- Record
- locate
- Match
- Identify
- Describe
- Explain
- Categorise
- Experiment
- Solve

Examples:

- Using models
- Simulations - interact with a simulated world
- Virtual labs and field trips
- Online role play activities
- Case studies

Description

Part of an assessment

Learning time

PRODUCTION

Learners will:

- Define
- Explain
- Create
- Show
- Describe
- Classify
- Review
- Assess
- Defend
- Argue
- Measure
- Conclude
- Evaluate
- Develop

Examples:

- Design and make artefacts, documents, resources, photos, videos, animations, blogs, e-portfolios
- Make and give a presentation
- Write a report
- Skype or Virtual classroom 'Viva'
- Develop a shared resource library

Description

Part of an assessment

Learning time





**COURSE DESIGN
BOARD Ver. 2.0
25.4.18**

Programme
Module
Academics

EDE Workshop Facilitators
Workshop Date New Module / Module Review

Learning Outcomes

	COMMENTS						
	COMMENTS						
	COMMENTS						
	COMMENTS						

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	<p>ACQUISITION</p> <p>COLLABORATION</p> <p>Learning through collaboration involves students working together in groups, searching for understanding, meaning and solutions or to demonstrate their learning by creating something new.</p>	<p>ACQUISITION</p> <p>PRODUCTION</p> <p>Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.</p>	<p>ACQUISITION</p> <p>Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos, and learning from their peers.</p>	<p>DISCUSSION</p> <p>Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher, and/or from their peers.</p>		
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Learners will: Watch, Define

Examples: Reading, books, papers, websites

COLLABORATION

Learners will: Create, Share, Discuss, Role-play, Review, Arrange, Identify

Examples: Build a joint digital output, Small group project using wiki, chat, forums for discussing output, Develop a shared resource, Mentor other learners, Conduct shared understanding, Explore each others perspectives and experiences

Description

Part of an assessment Learning time

ACQUISITION

Learners will: Watch, Define

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PRODUCTION

Learners will: Define, Explain, Create, Show, Describe, Classify, Review

Examples: Design and make artifacts, documents, resources, photos, videos, animations, blogs, e-portfolios, Make and give a presentation, Write a report, Skype or Virtual classroom 'live', Develop a shared resource library

Description

Part of an assessment Learning time

ACQUISITION

Learners will: Watch, Listen, Read, Observe, State, Name, Tell

Examples: Reading, books, papers, websites, digital documents and resources, Lectures presentations, podcasts, webcasts, Watching animations, videos master classes, demonstrations, Guided reading

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DISCUSSION

Learners will: Comment, Debate, Reflect, Contribute, Define, Describe, Explain

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THE UNIVERSITY OF EDINBURGH

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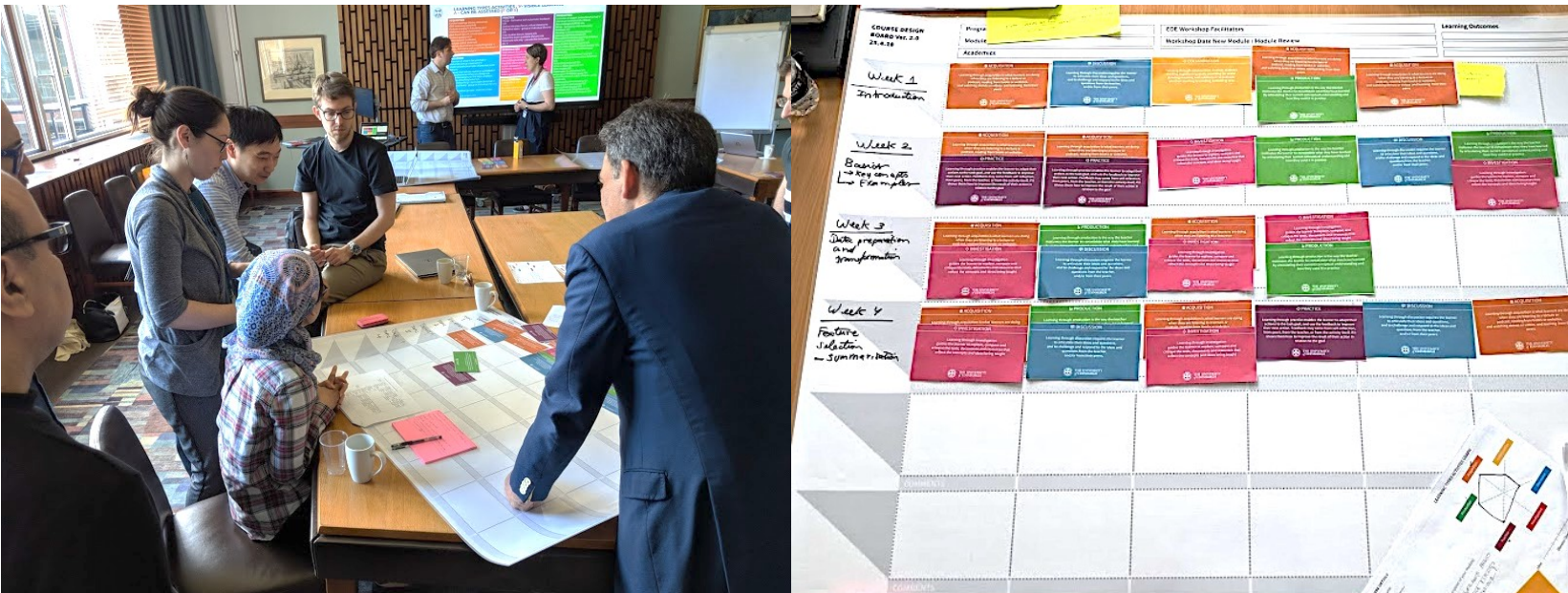
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THE UNIVERSITY OF EDINBURGH

WORKSHOP – 14/05/18

MSc BUSINESS ANALYTICS

A 20 credit course chopped up into 4 'MOOC like' 5 credit modules for DLAS.





QUESTIONS ...

JON JACK

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LEARNING DESIGN

www.ed.ac.uk/is/learning-design

EDUCATIONAL DESIGN AND ENGAGEMENT

www.ed.ac.uk/is/learning-technology