



New opportunities for HE with blended and online learning designs

Optimising blended and online learning

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Optimising blended
and online
learning:
What counts as
high quality
learning?

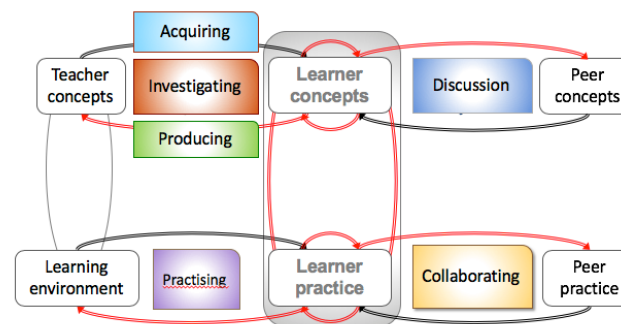
What counts as high quality learning?

The Conversational Framework

Derived from theories and research on learning and teaching (Laurillard, 2002, 2012)

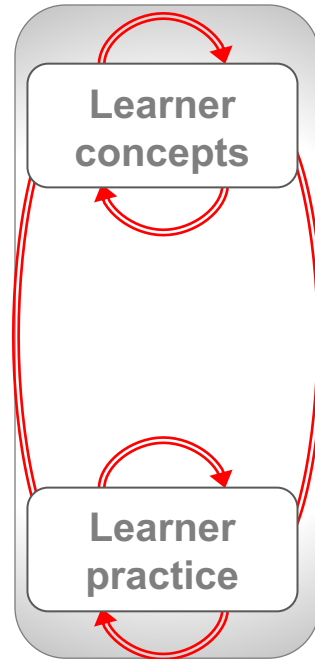
To represent the teaching-learning process

- a series of iterative exchanges
- between the learner and a 'teacher' and
- between a learner and their peers
- at two levels of concepts and practices

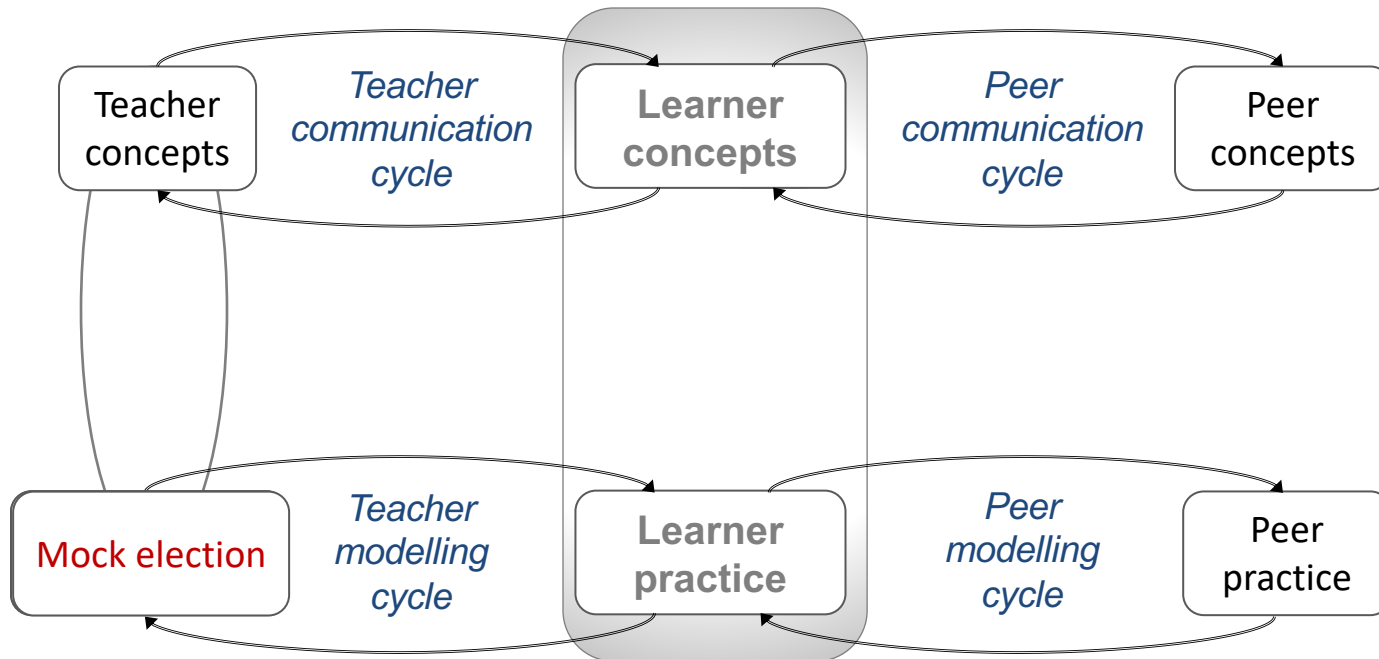


(Laurillard, 2002, 2012)

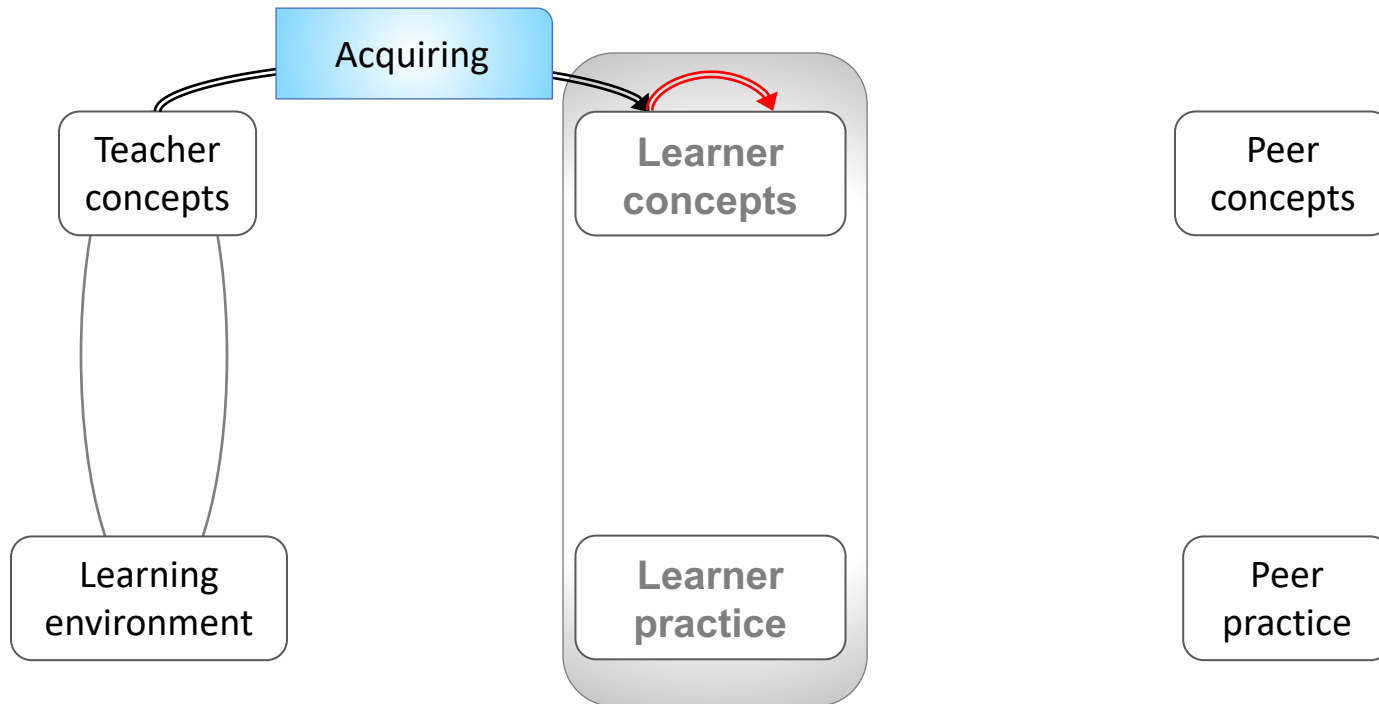
What does it take to learn in formal education?



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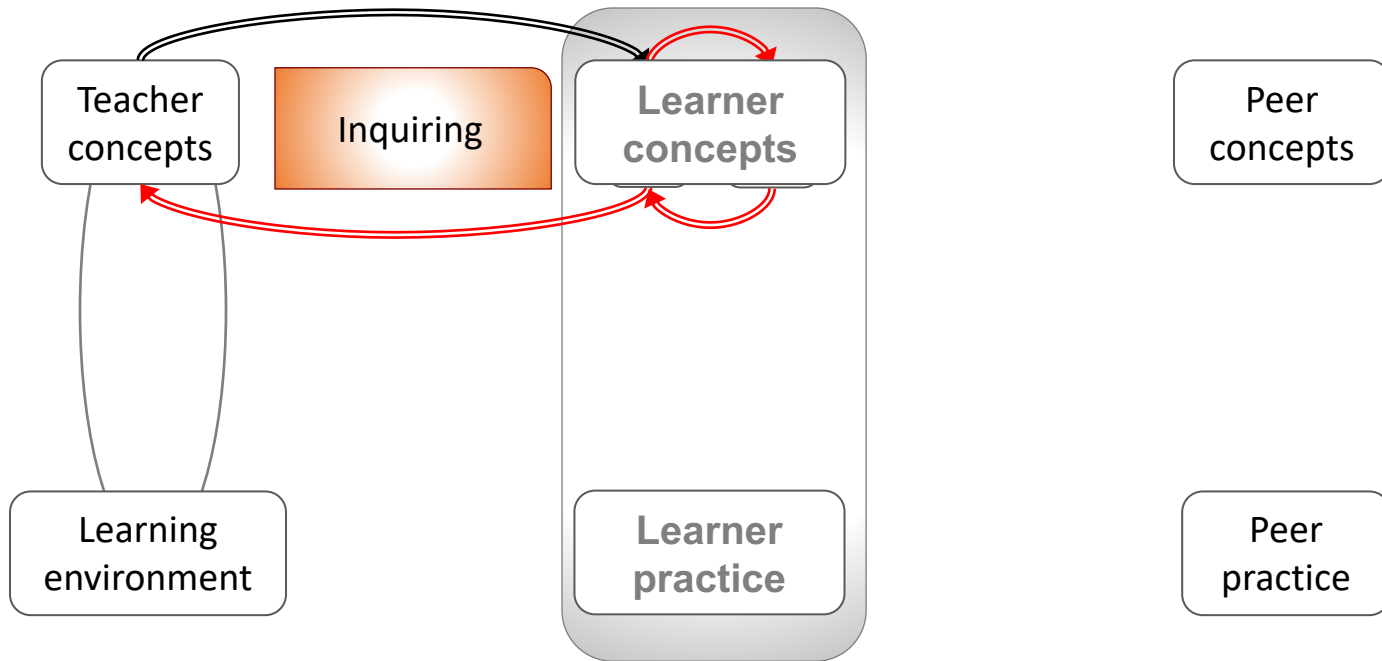


Types of learning mapped to the framework



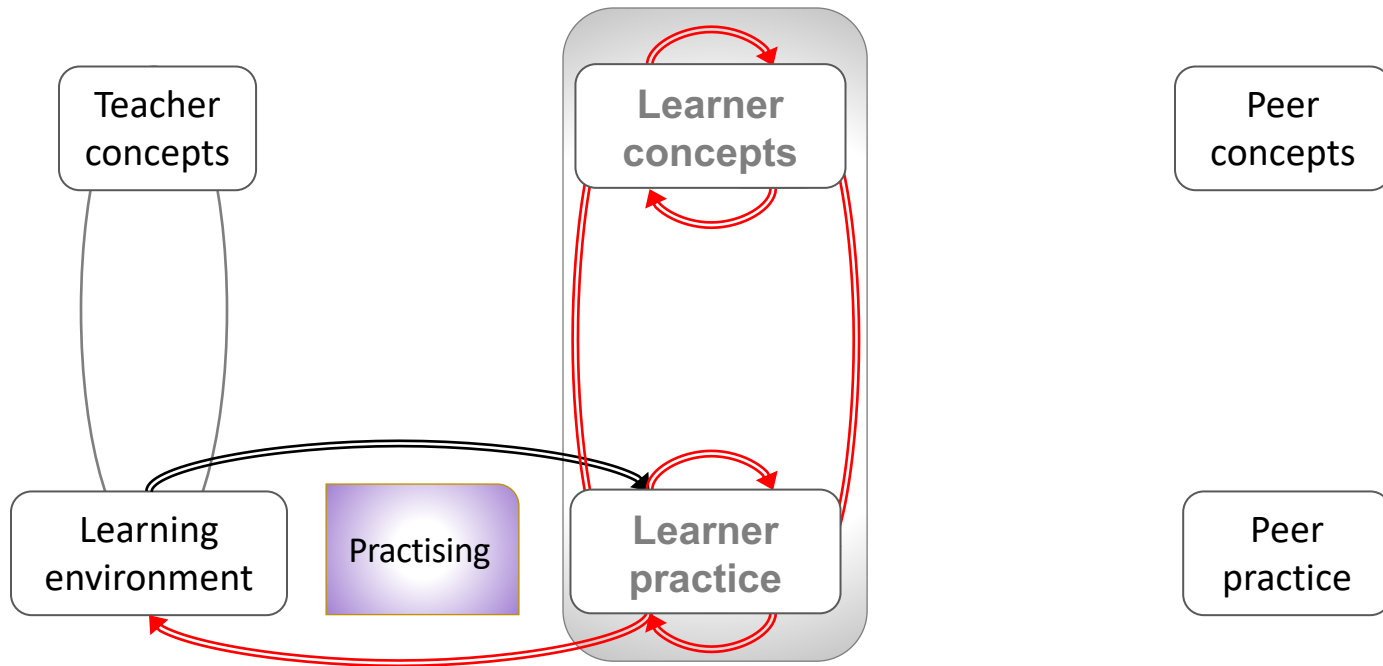
Learning through 'acquisition'

Types of learning mapped to the framework



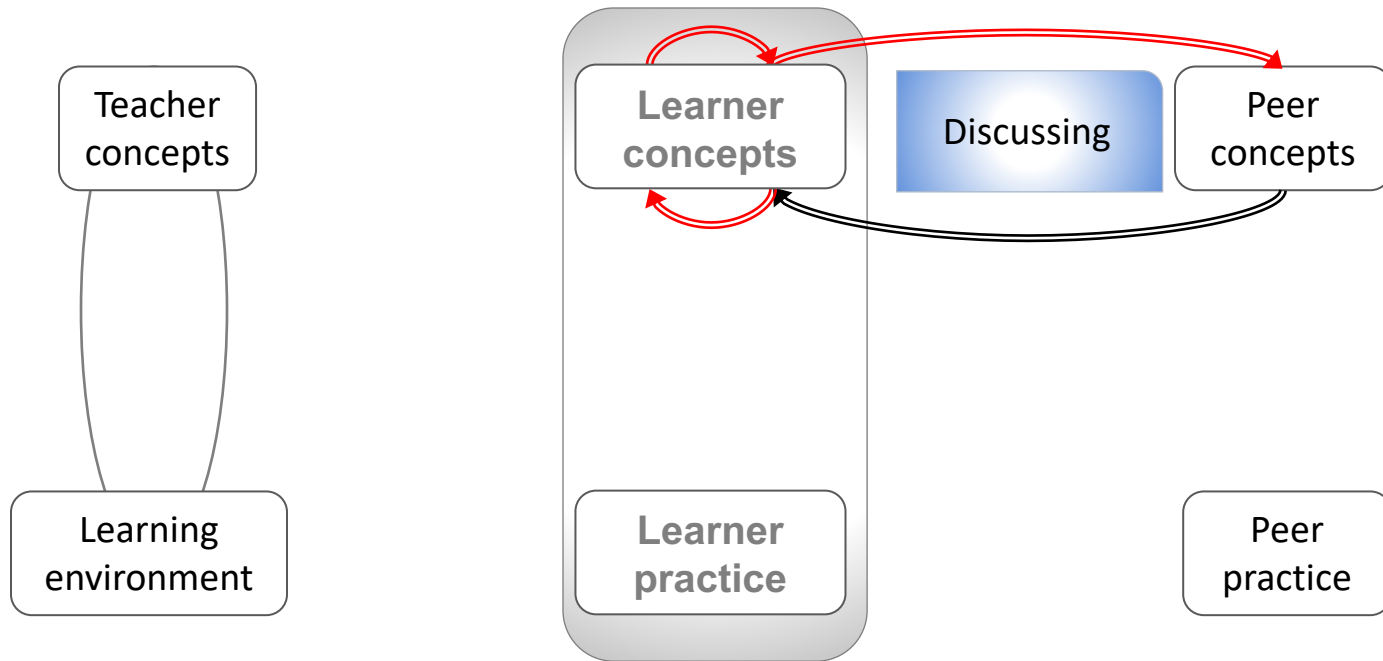
Learning through 'inquiry'

Types of learning mapped to the framework



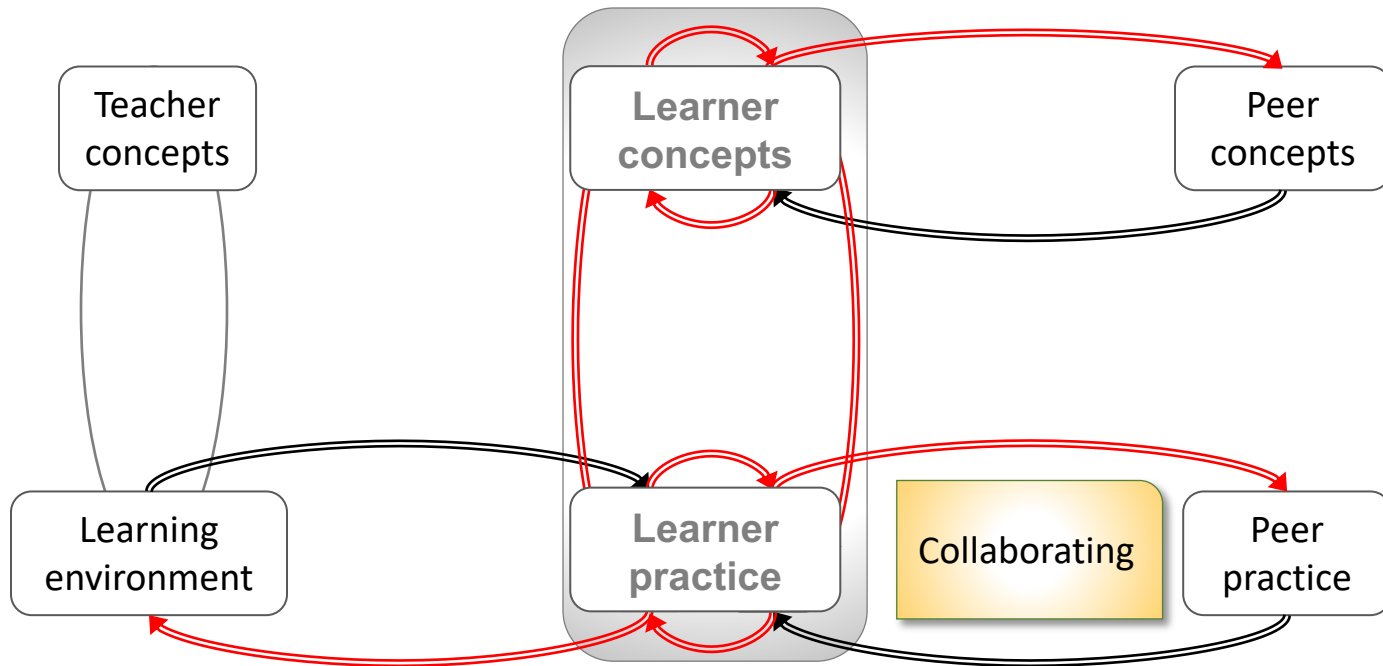
Learning through 'practice'

Types of learning mapped to the framework



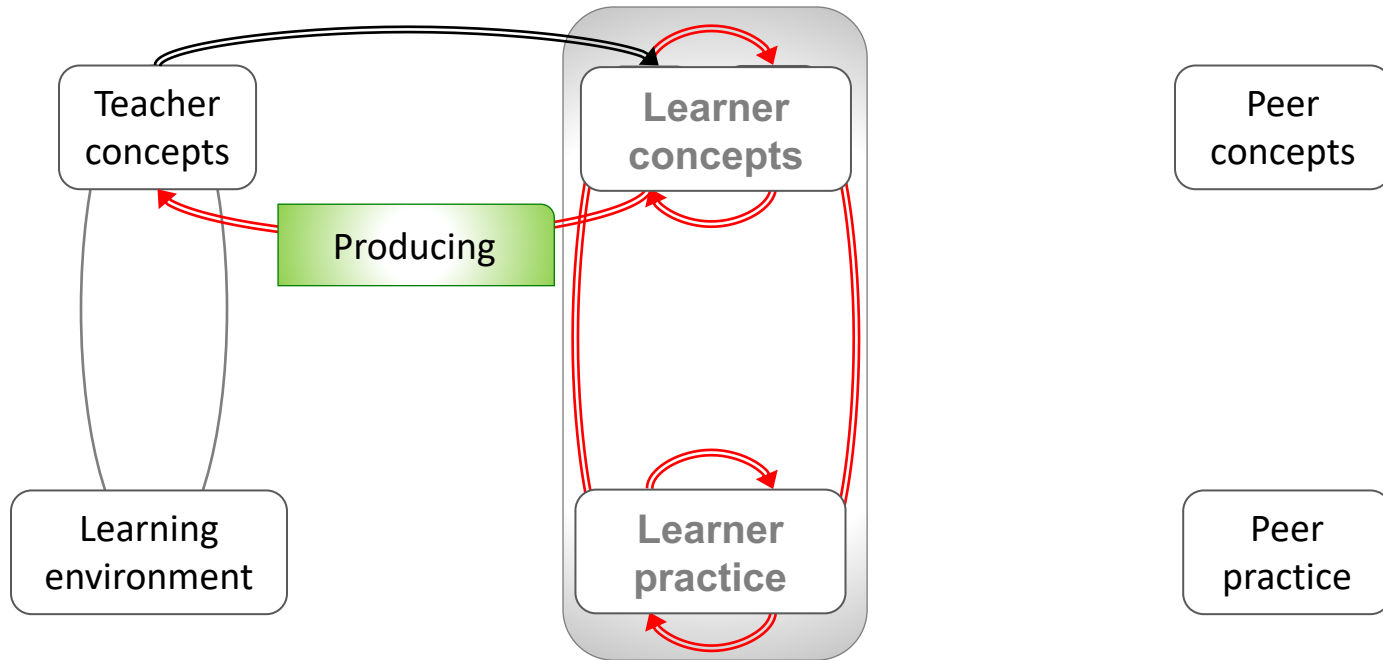
Learning through 'discussion'

Types of learning mapped to the framework



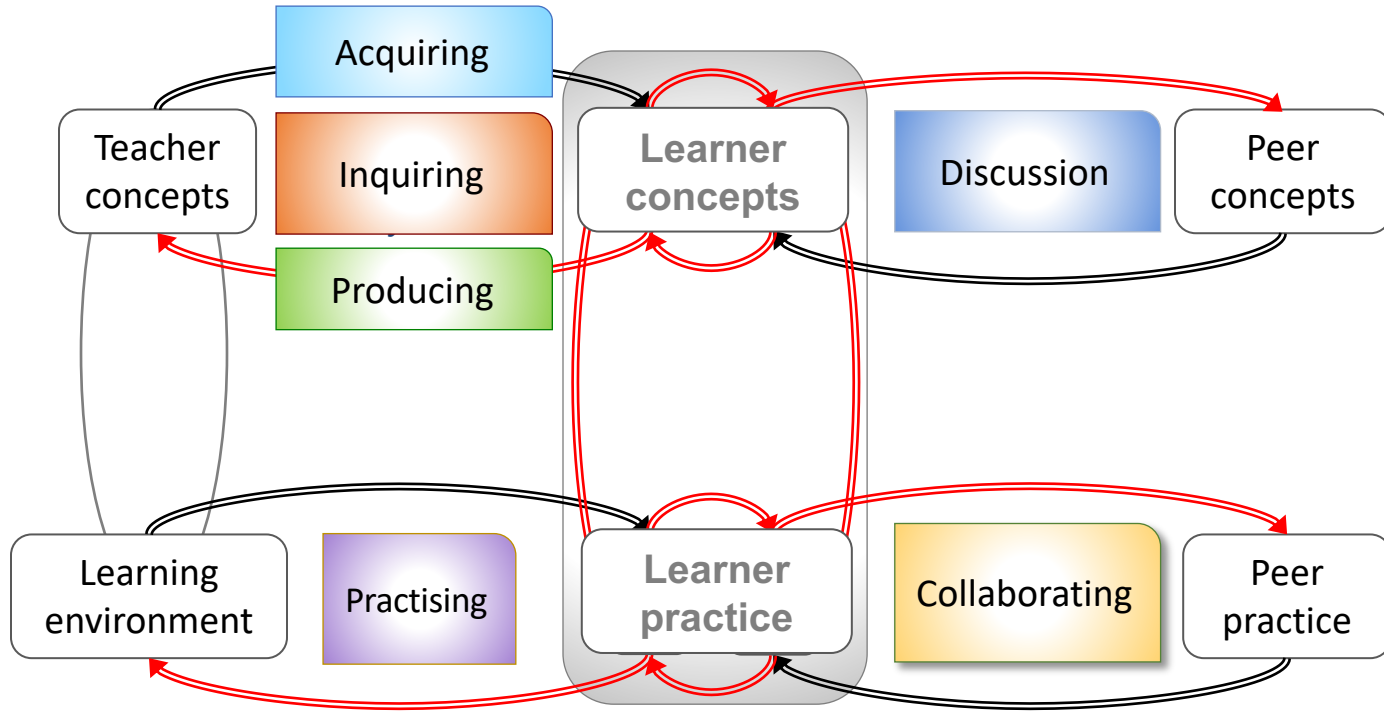
Learning through 'collaboration'

Types of learning mapped to the framework



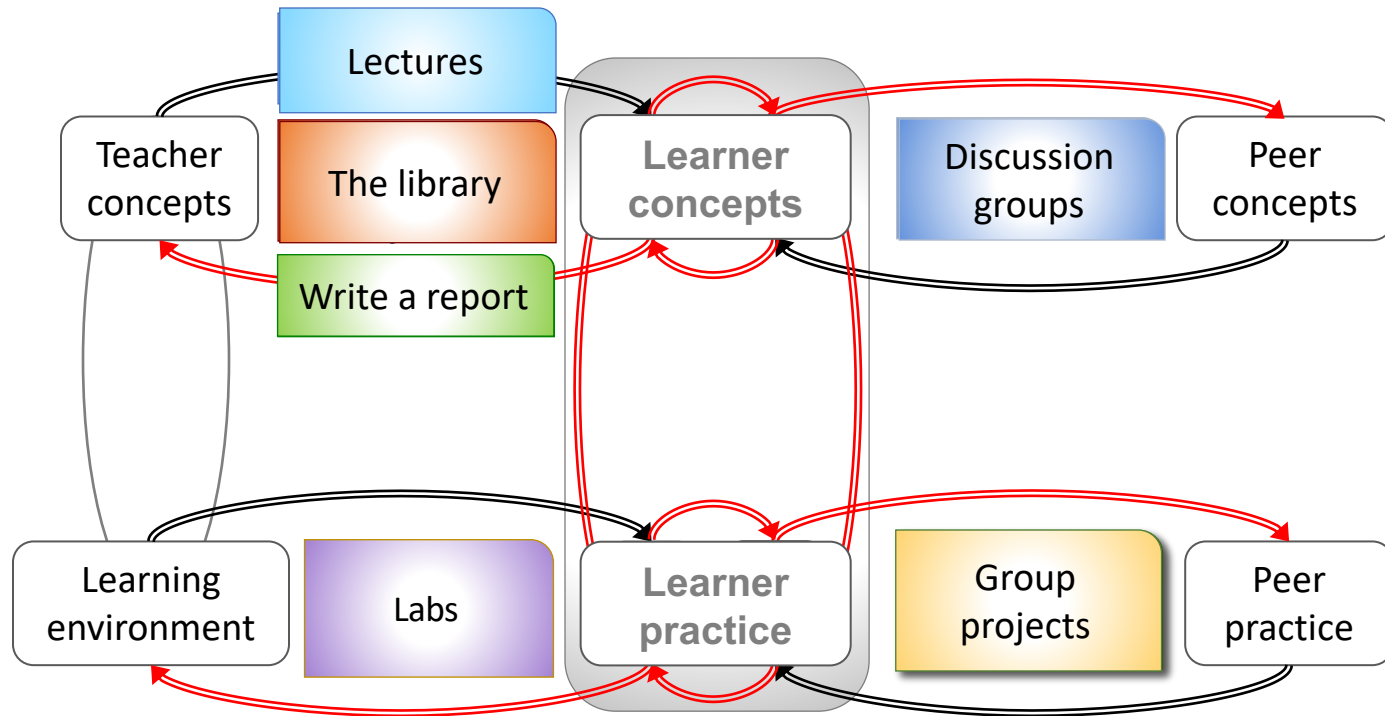
Learning through 'production'

The Conversational Framework



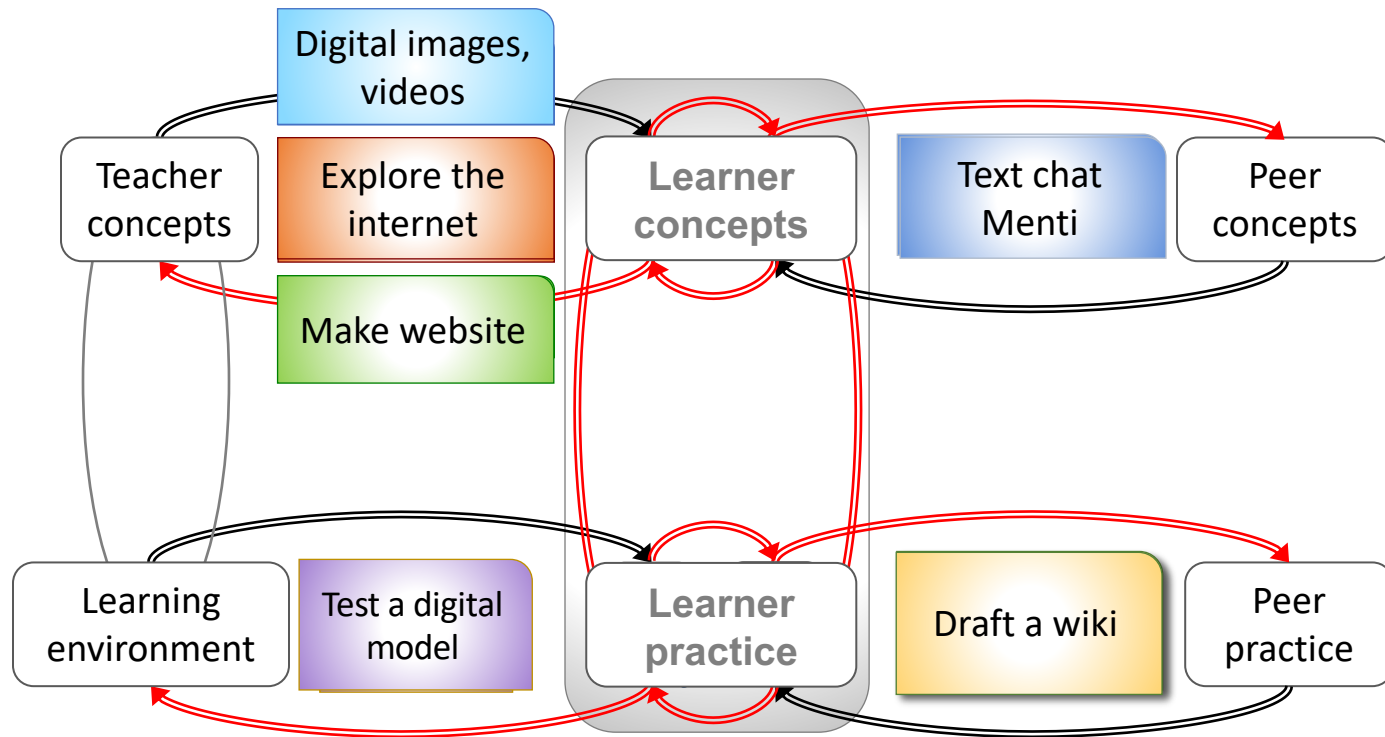
Bransford Dewey Hattie Piaget Marton Seely Brown Papert Senge Vygotsky
All these types of learning work together to complement and enhance each other

How does technology help? *Conventional methods*



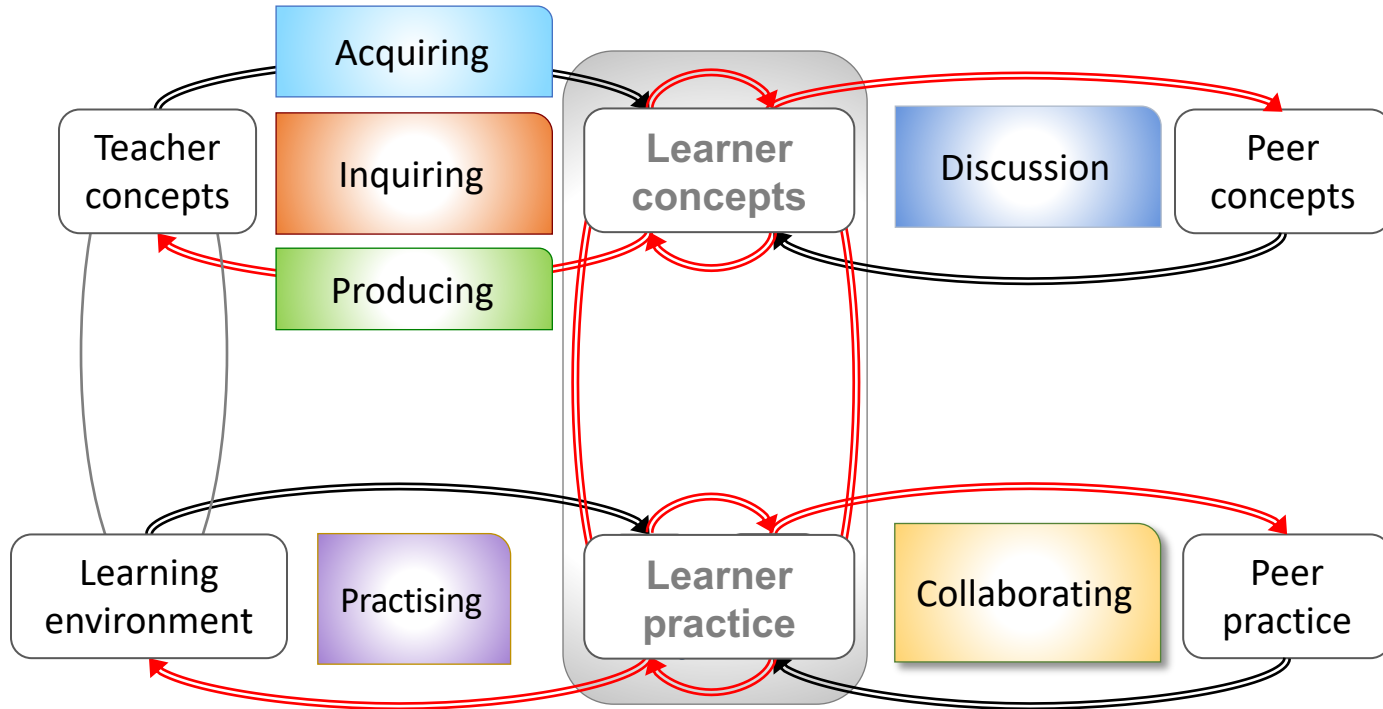
These learning types are encouraged through a variety of conventional methods

How does technology help online pedagogy? **Digital methods**



The same learning types are encouraged also through a variety of digital methods

The Conversational Framework



What is the optimal mix of blended and online methods to support all these types of learning?

Bullding teaching community knowledg

The Learning Designer

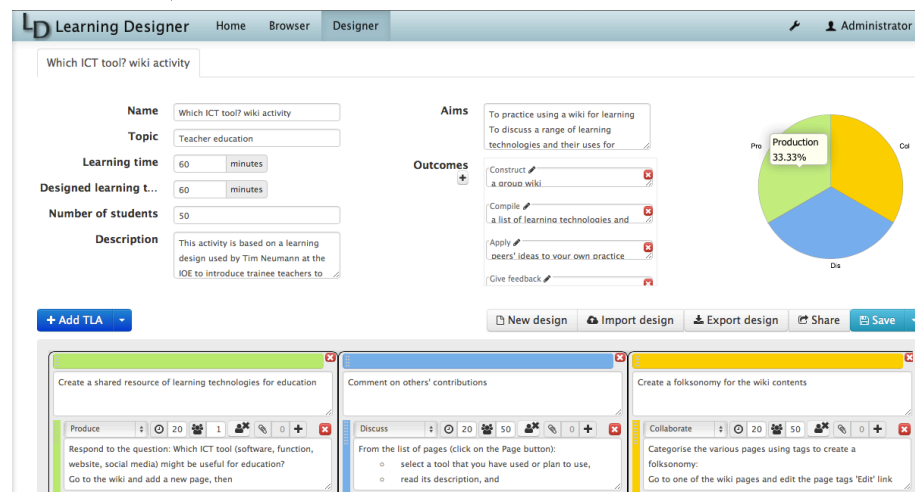
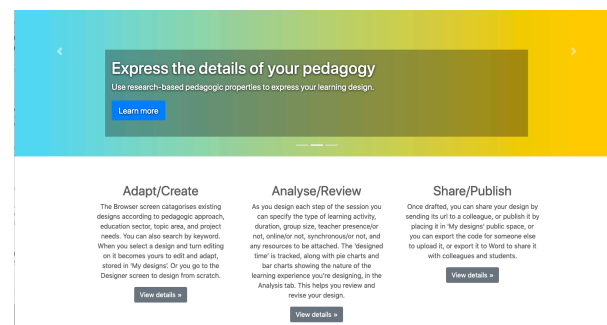
A free open online design tool to help with moving your teaching online.

Based on the six learning types from the Conversational Framework – a model of what it takes to learn.

Supports teachers and educators to

- design a sequence of blended and online teaching and learning activities
- analyse their pedagogic design
- share their learning designs with each other

<https://www.ucl.ac.uk/learning-designer>



Adapting a learning design

The screenshot displays the 'Learning Designer' software interface. At the top, there are navigation tabs for 'Home', 'Browser', and 'Designer'. The user 'diana' is logged in. The main area is divided into several sections:

- Timeline / Analysis:** Shows the course name 'Understanding Risk Assessment Online', topic 'Risk Assessment', and learning time of 1 hour and 30 minutes. The mode of delivery is set to 'Wholly online'.
- Aims:** 'This session introduces Risk Assessment, and invites students to apply it to a context they are familiar with.'
- Outcomes:** A list of three outcomes: 'Knowledge: Be able to explain Risk Assessment...', 'Application: Be able to apply Risk Assessment to a...', and 'Analysis: Be able to analyse a specific context in...'
- Design Details:** Includes 'Designed learning time' (1h 30m), 'Size of class' (25), and a 'Description' box stating 'This is a design for a class using wholly online methods.'
- Visuals:** A pie chart on the right is divided into four segments labeled 'Pro', 'Acq', 'Col', and 'Dis'.
- Actions:** A toolbar at the bottom includes '+ Add TLA', 'Expand notes', 'New design', 'Import design', 'Export design', 'Share', and 'Save'.
- Design Canvas:** Three design elements are visible:
 - Introduction to Risk Assessment:** A 'Read Watch Listen' activity (10 minutes) with a video and a 'Discuss' activity (10 minutes) for asking questions.
 - Applying Risk Assessment:** A 'Produce' activity (10 minutes) for group work and a 'Collaborate' activity (15 minutes) for sharing ideas.
 - Analysing how Risk Assessment could guide your future:** A 'Discuss' activity (20 minutes) for reflection and future planning.

Adapting a learning design

Learning Designer Home Browser Designer diana

Timeline Analysis

Applying Risk Assessment

Produce 10 1

Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it. Make notes to share with your group. Arrange a time when you will meet with your group online.

Discuss 15 3

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

Collaborate 15 3

In your group, decide on your best example, and what you will post to the class site. Post a brief description of how you would use Risk Assessment in which situation.

Activity	Duration	Count
Produce	10	1
Discuss	15	3
Collaborate	15	3
Acquire	10	1

Export design Share Save

Analysing how Risk Assessment could guide your future

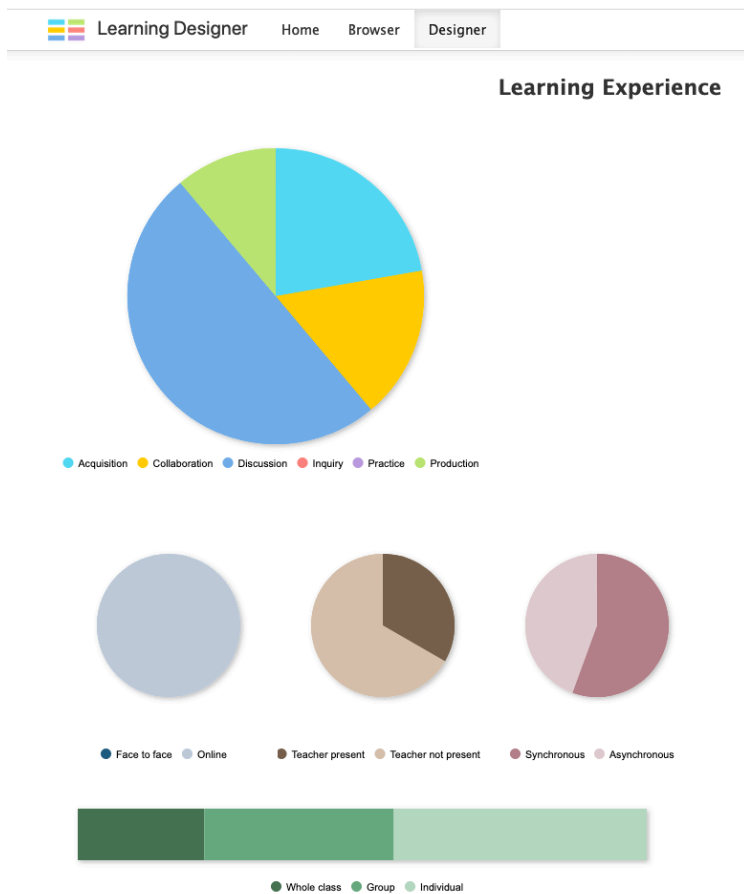
Read Watch Listen 10 1

Read through the other groups' posts to the class site, notes on what you will contribute to the discussion.

Discuss 20 25

The class discussion of Risk Assessment is on [date, ti Discuss with the trainer, using the audio and the chat, the groups have posted to the class site, and how you your actions in future by applying Risk Assessment.

Analysing a learning design



The pie-chart analyses the distribution of types of learning in the design, in this case, acquisition, collaboration and production, but mostly discussion.

There are no rules about what it should be, but now you have the opportunity to consider if that looks appropriate

It is entirely online (pale blue), no f2f

There is some trainer presence (dark brown) to respond to questions, and conduct the plenary discussion

More than half is synchronous (dark pink) - with a group and with the trainer

There is mostly individual work (pale green), then groups, then whole class

How does this help us plan the optimal mix across all the learning types?

A visually structured approach to learning design

to think through and support your students' learning

Start »

Adapt/Create

The Browser screen categorises existing designs according to pedagogic approach, education sector, topic area, and project needs. You can also search by keyword. When you select a design and turn editing on it becomes yours to edit and adapt, stored in 'My designs! Or you go to the Designer screen to design from scratch.

Analyse/Review

As you design each step of the session you can specify the type of learning activity, duration, group size, teacher presence/or not, online/or not, synchronous/or not, and any resources to be attached. The 'designed time' is tracked, along with pie charts and bar charts showing the nature of the learning experience you're designing, in the Analysis tab. This helps you review and revise your design.

Share/Publish

Once drafted, you can share your design by sending its url to a colleague, or publish it by placing it in 'My designs public space', or export it to Word to share it with colleagues and students.

Education professionals sharing learning designs on Padlet

Learning Designs for Peer Review
Once your design is completed use the long url to add the design to the wall. Make sure your name and email is easy to identify.

Example

Lynne Taylerson
Learning Design for week 2 of MIOC:
Year 2 Diploma in Education & Training session -
Economic & Political Initiatives in the FE & Skills Sector
email lynne@realtimededucation.co.uk

Jim Harris
Learning Design for week 2 move-it-online challenge
email: jim.harris@northampton.ac.uk

Shona Robertson
Formative activity on Constructive Curriculum Alignment
email: s.y.robertson@dundee.ac.uk
Reviewed by Patricia Charlton
Patricia.Charlton@pobox.com

Author Patricia Charlton
Learning Design for week 2 move-it-online challenge
email: patricia.charlton@pobox.com

Viktorija
I'm not finish it y
email: viktorija.fl

Marianne Checkley
Learning Design for week 2 move-it-online challenge
email: marianne@iscoil.ie
Being reviewed by Lynne Taylerson
Reviewer's email:
lynne@realtimededucation.co.uk

Eileen Kennedy/Lindy Zubairy
From Face-to-face to Online in 3 hours
email: e.kennedy@ioe.ac.uk
Being reviewed by Christina Preston
Reviewer's email
christina@mirandnet.ac.uk

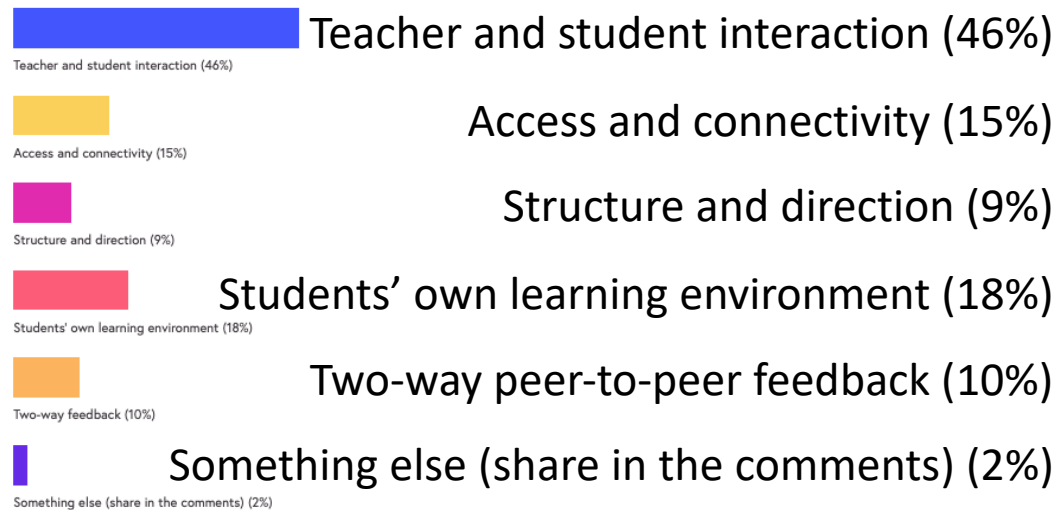
Christina Preston
Using a VLE to improve learning in schools and beyond
email: christina@mirandnet.ac.uk

Large-scale online courses to orchestrate collaborative knowledge development by education professionals

The screenshot shows the FutureLearn website interface. At the top, there is a navigation bar with the FutureLearn logo, a search icon, and a notification bell with a '50+' badge. Below the navigation bar, there are dropdown menus for 'Subjects', 'Courses', and 'Using FutureLearn'. The main content area features a breadcrumb trail 'Online Courses / Teaching' and the FutureLearn logo. The course title 'How To Teach Online: Providing Continuity for Students' is prominently displayed, followed by a description: 'Explore online teaching with this practical course for educators designed in response to the COVID-19 pandemic.' A pink button labeled 'Go to course - started 27 Apr' is positioned below the description. To the right of the text is a photograph of a person's hands holding a smartphone in front of a laptop on a desk. At the bottom of the course card, there are four icons with corresponding text: an hourglass for 'Duration 3 weeks', a clock for 'Weekly study 2 hours', a globe for 'Learn Free', and a graduation cap for 'Digital upgrade Free'. A pink 'Support' button is located in the bottom right corner of the course card.

Poll to assess teachers' sense of engagement issues

Which aspect of maintaining interest and engagement do you think has impacted your students' experience since going online so far?



“difficulties in interacting with students and picking up cues – body language, facial expressions or feedback ... to adapt teaching” [UCL MOTH Report]

Some current myths about online learning and teaching

“Online learning is second rate in comparison with the f2f experience”

“Online learning is costs less than f2f learning”

- If we pay attention to the quality of our teaching and learning designs, there’s no reason why online learning should be second rate - but it is importantly different
- The provision of the students’ social environment costs less
- The time needed for the preparation of teaching together with the student support is not less, but it does have a different distribution for online than conventional methods

Busting the myths of online teaching: teacher time

50 min lecture + 10 mins Q&A TO videos, reading, quizzes, forum

	Run 1 prep	Run 1 support	Run 2 prep	Run 2 support	Run 3 prep	Run 3 support	Totals
F2f Lecture	3 hours	1 hour	20 mins	1 hour	20 mins	1 hour	6:40
Online Videos Quizzes Reading Forum							

Even with minimal time for video production, teacher time is 8% higher, and it is hard to reduce it further. So NO, it does not cost less to teach online



Busting the myths of online teaching: student's study time

50 min lecture + 10 mins Q&A TO videos, reading, quizzes, forum

	Reading/ watching	Quiz feedback	Q&A	Total study time	Passive:Active learning ratio
F2f Lecture	50 mins		10 mins	60 mins	50:10
Online Videos Quizzes Reading Forum					

Online required 8% more teacher time, but students have 30% more guided study, and 4 times as much active learning, so NO, online learning is not second-rate.

Optimising blended and online learning

Online pedagogy achieves good student engagement through

- active participation by individuals and small groups
- using all the active learning types of inquiry, practice, discussion, collaboration and production

We now have the technologies to build community knowledge of how to optimise the mix of conventional and digital technologies in our teaching

One example is the new FutureLearn course on Blended and Online Learning Design, starting on 30 November.