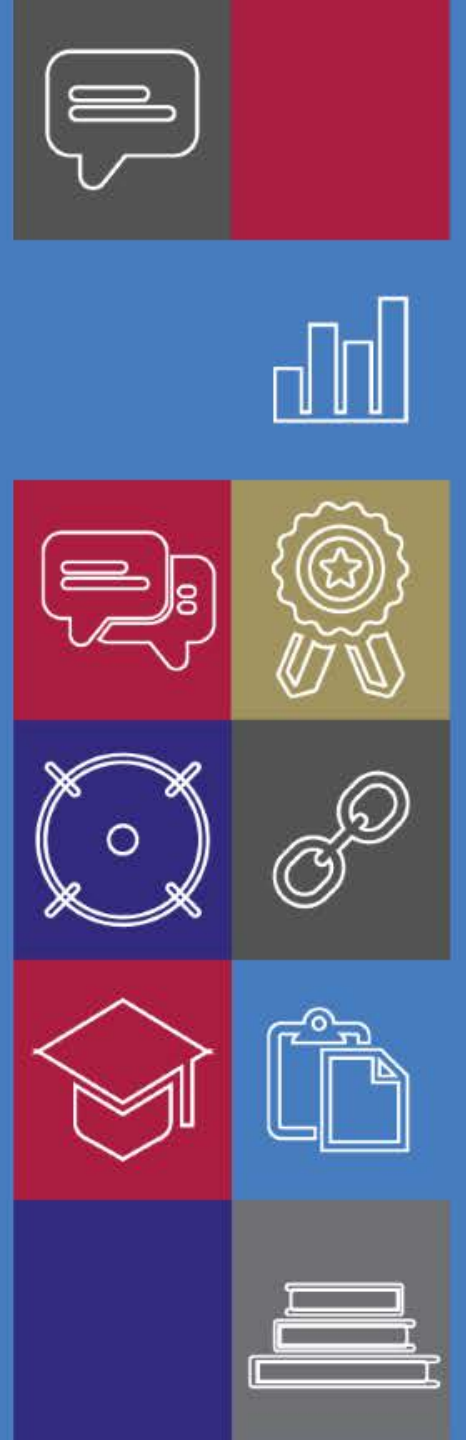
COMMONWEALTH of LEARNING | Teacher Education

TeacherFutures

eLearning Design

ANALYSIS + DESIGN

Presenter: Melisa Achoko Allela



Scenario

Boyie, the principal, has decided that eLearning is a good option for covering some training needs.

Georgie, the teacher educator, is in charge of initiating and coordinating an eLearning project involving teacher trainers and teachers from various parts of the country. The eLearning initiatives should consider the institutions' low level of ICT penetration

Georgie needs to know the process to follow and the resources required to develop eLearning content and deliver the course through the Internet.

Formats

Formats

- **Self-paced:** self-paced and facilitated/instructor-led.

- **Instructor Led/Facilitated**

Communication

Synchronous

Time dependent: Chat and Instant Messaging, Video and audio conference, Live webcasting

Asynchronous

Time independent: E-mail, Discussion forum, Wiki,Blog,Webcasting

Components

- eLearning content
- Collaborative learning
- Virtual learning environment
- Digital resources e.g. interactive e-lessons, videos, simulations

Instructional Design

‘Learning is facilitated when:

1. Learners are engaged in solving real-world problems.
2. Existing knowledge is activated as a foundation for new knowledge.
3. New knowledge is demonstrated to the learner.
4. New knowledge is applied.
5. New knowledge is integrated into the learner’s world

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Educational Technology Research and Development 50, 3, pp. 43–59

Instructional design

Systematic development of specifications using learning and instructional theory to

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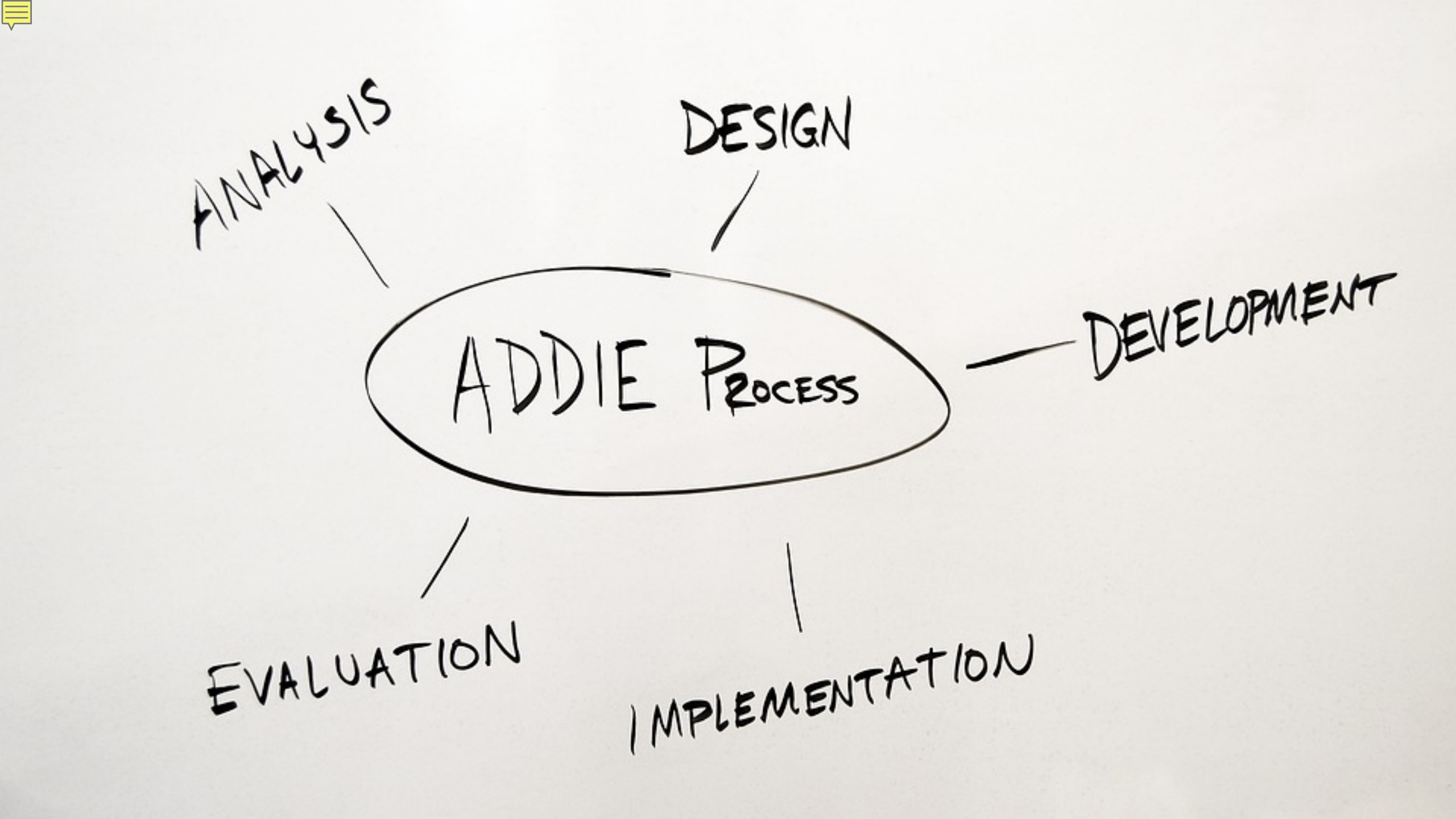
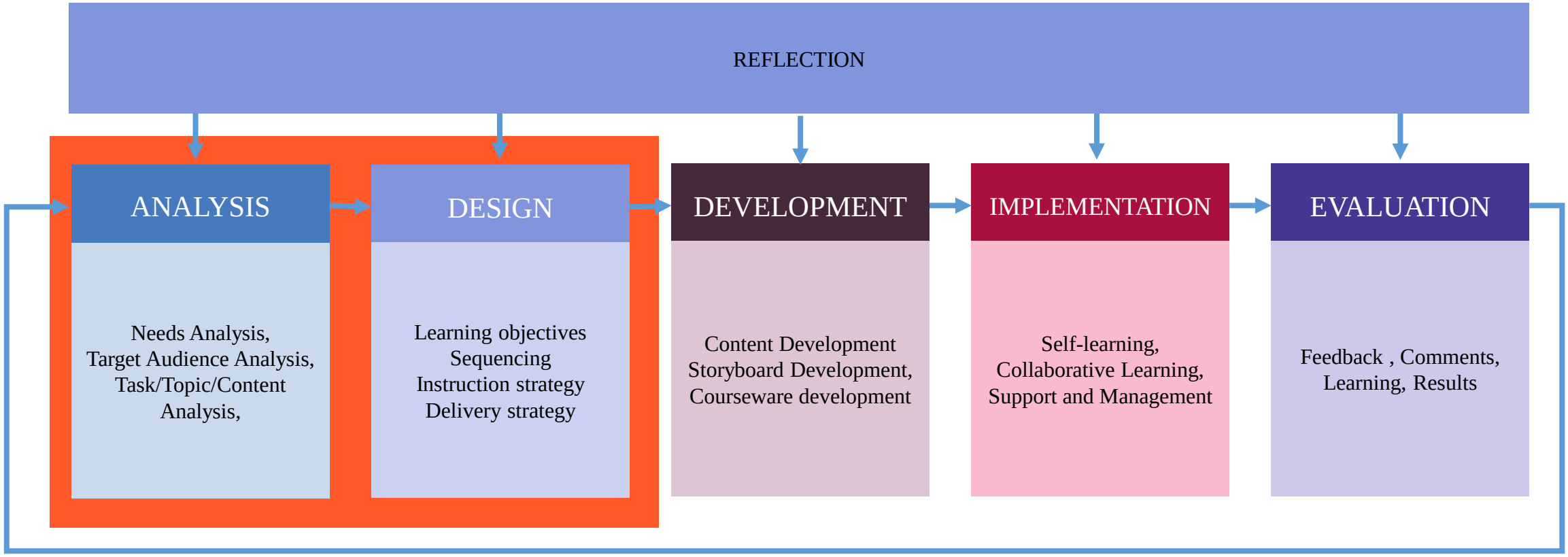
Instructional Design

- Good design and planning is critical for successful e-learning projects
- carefully crafting learning objectives at a level appropriate for the knowledge and skills that are being developed.
- Aligning learning objectives to learning activities and assessment.
- designing learning activities that help learners to develop their understanding of the content and to develop the skills that are being taught
- Re-use


ANALYSIS
DESIGN
ADDIE Process
DEVELOPMENT
EVALUATION
IMPLEMENTATION

ADDIE


REFLECTION
ANALYSIS
Needs Analysis,
Target Audience Analysis,
Task/Topic/Content
Analysis,
DESIGN
Learning objectives
Sequencing
Instruction strategy
Delivery strategy
DEVELOPMENT
Content Development
Storyboard Development,
Courseware development
IMPLEMENTATION
Self-learning,
Collaborative Learning,
Support and Management
EVALUATION
Feedback , Comments,
Learning, Results

Scenario

“Which topics will the course cover? And in which order?”

LEARNER CENTERED

“what do you want my students to learn?
“what do you want students to be able to do at the end of this course”

Issa the teacher educator and Petra, the Instructional Designer, are brainstorming about which topics to cover in an eLearning course aimed at English Language teaching.

Petra asserts that there are several crucial topics – ranging from listening for pronunciation practice to listening for communication purpose– that are relevant to the course objective. However, not all of them can be covered by a single course and probably not all of them are really needed.

Petra suggests a few methods to prioritize the content and organize it into a logical flow.

Specify clear learning objectives

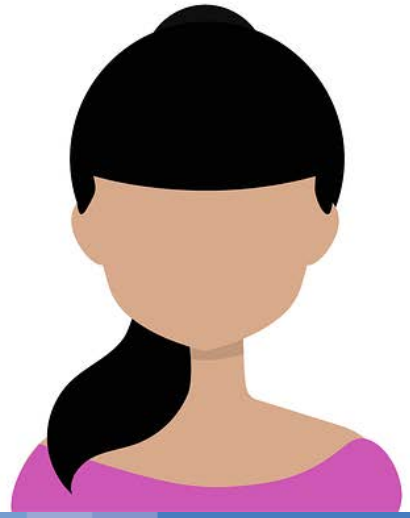
Select content

Develop learning activities

Develop microlearning objects

Develop assessment activities

aligned and all contribute to the achievement of those learning objectives.



1. Analysis

- TARGET AUDIENCE (Learner Characteristics)
- CONTEXT ANALYSIS
- TASK AND TOPIC ANALISYS

Prior knowledge

Motivation

Expectations

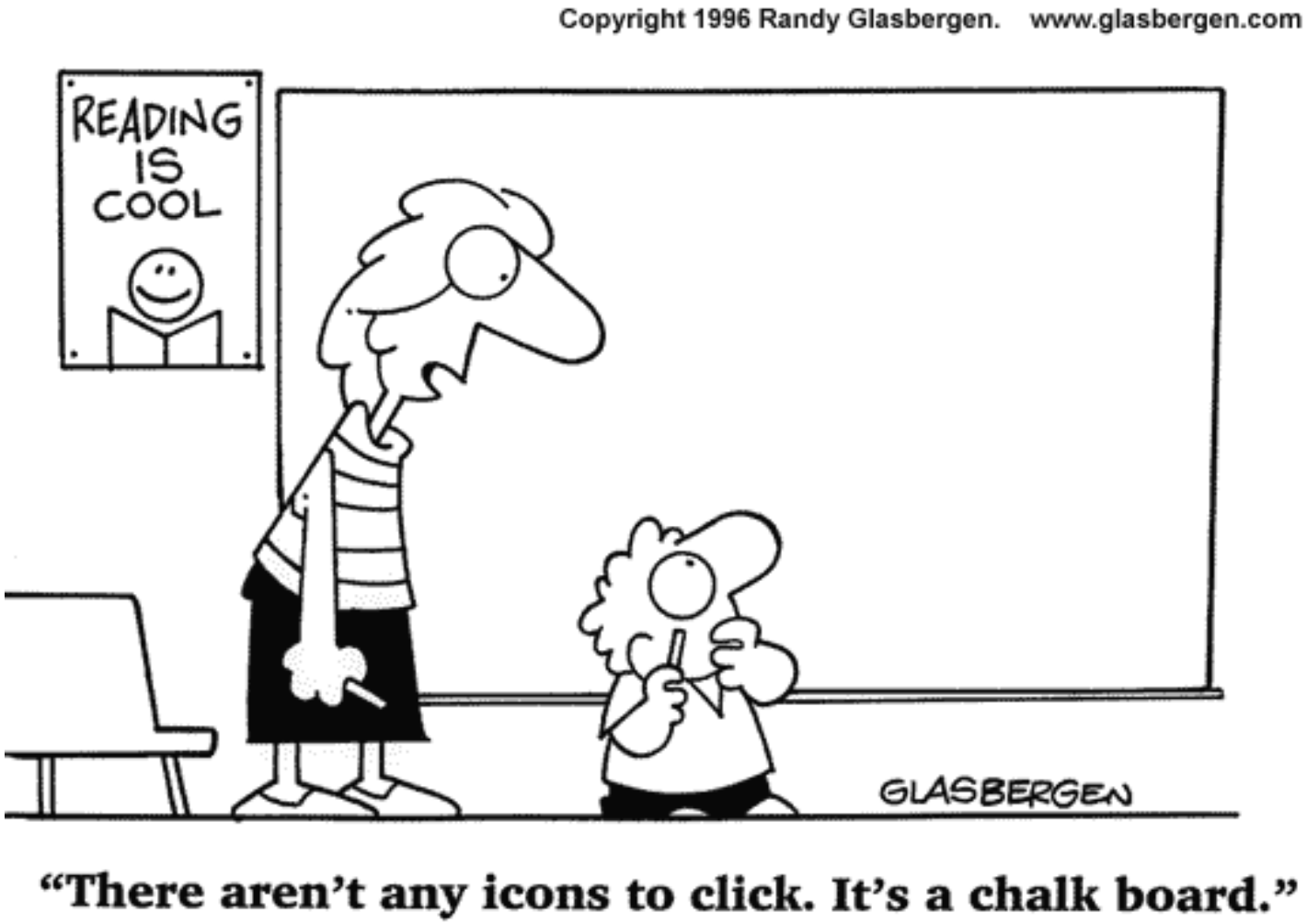
Group characteristics

Background

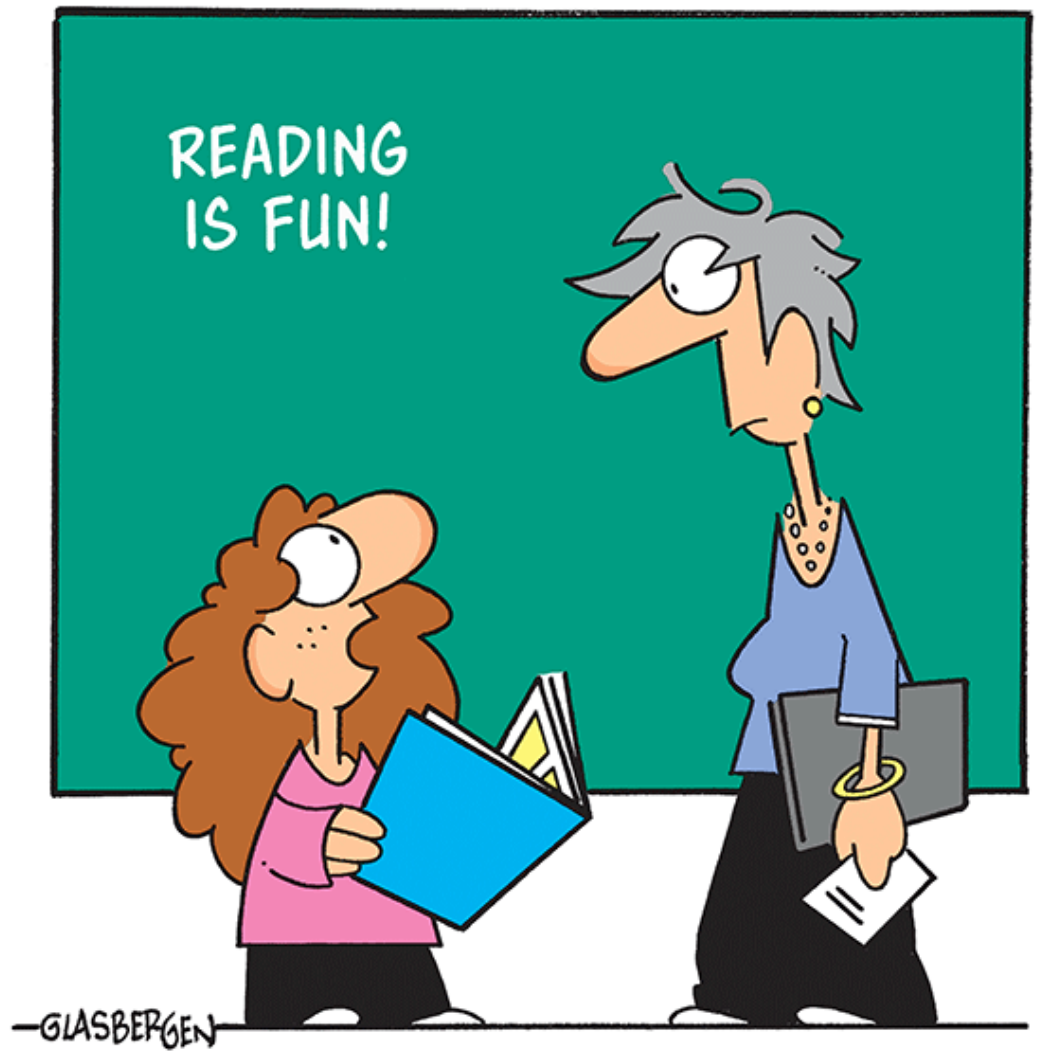
Level of self regulated learning

…

Digital natives



ICT-minded
Multitasking
Media literate
A-linear, a-synchronous
Explorative, interactive
With a positive attitude
Target oriented
Social, connected
As partners with educators
…



“I tapped the page, but nothing happened!”

UNI DEGREES

X 1 in 4 | Y 1 in 3 | Z 1 in 2*

MOBILITY

5 CAREERS | 15 HOMES | 17 JOBS

IN A LIFETIME*

EFFECTIVE ENGAGEMENT

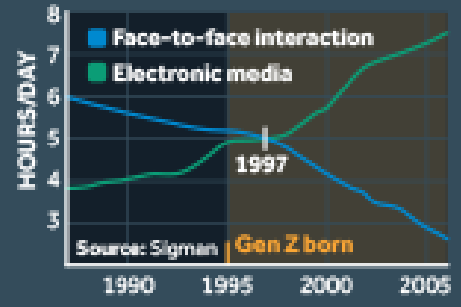
Verbal	Visual
Sit & listen	Try & see
Teacher	Facilitator
Job security	Flexibility
Commanding	Collaborating
Curriculum centred	Learner centric
Closed book exams	Open book world
Books & paper	Glass & devices

TOP NAMES

Oliver	1	Charlotte
William	2	Olivia
Jack	3	Amelia
Noah	4	Ava
Thomas	5	Mia

2,500,000 Gen Alphas born globally each week

SCREENAGERS



GEN Z EST. 1995 ZED

GENERATION CONNECTED • iGEN • SCREENAGERS • DIGITAL NATIVES • THE ZEDS • NOT GEN WWW

TOP 6 POPULATIONS...

...if social media sites were countries

1	Facebook	1600 mil.
2	China	1380 mil.
3	India	1320 mil.
4	Instagram	400 mil.
5	United States	325 mil.
6	Twitter	320 mil.

GLOBAL 2,000,000,000 2 BILLION GEN Zs

GEN α EST. 2010 ALPHA

IPADERS • GENERATION GLASS • GLOBAL GEN • MULTI-MODALS

GEN Y PARENTS

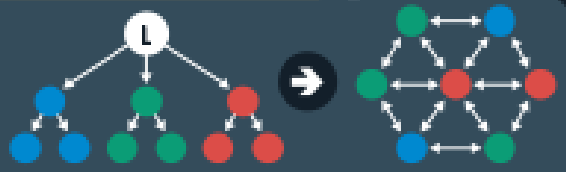
Age at first birth: M 33.0 F 30.8

Life expectancy:^ M 80.1 F 84.3

Age at first marriage: M 29.9 F 28.3

Total Fertility Rate: 1.9

LEADERSHIP STYLES



REDEFINED LIFESTAGES

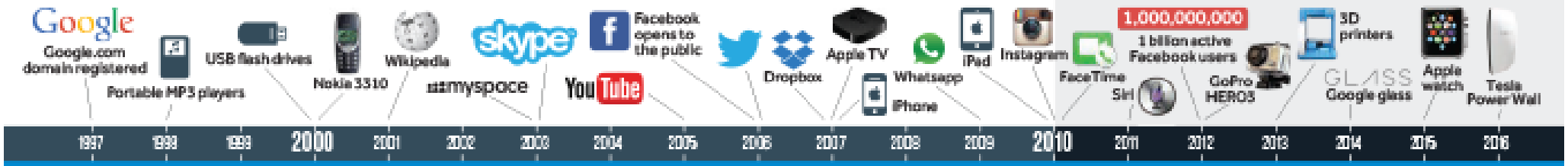
20th CENTURY	CHILDHOOD		TEENAGER			ADULTHOOD		
TODAY	CHILDHOOD	TWEEN	TEENAGER	YOUNG ADULT	KIPPERS	ADULTHOOD	CAREER-CHANGER	DOWNAGER

WORKFORCE OF 2025

B 8% | X 29% | Y 33% | Z 31%

Kids in Parents Pockets Eroding Retirement Savings

MEME OF THE YEAR	Photo-bombing	Planking	Gangnam Style	The Fox	Icebucket Challenge	Blue & Black/ White & Gold
WORD OF THE YEAR	App	Cloud	Hashtag	Selfie	YOLO	😂



*Future forecasts, ^Life expectancy of Gen Alpha at birth

Context Analysis

Accessibility
Mobility
Size of the group
Infrastructure
Culture
Resistance to technology

context

/ˈkɒntɛkst/

noun

the circumstances that form the setting for an event, statement, or idea, and in terms of which it can be fully understood.
"the proposals need to be considered in the context of new European directives"
synonyms: circumstances, conditions, surroundings, factors, state of affairs; More

- the parts of something written or spoken that immediately precede and follow a word or passage and clarify its meaning.
  "skilled readers use context to construct meaning from words as they are read"

"I'm taking an innovative approach to teaching this semester. I'm using books!"

SWOT

Relevance of the content and course objectives for the learner

Do they meet existing needs?

Type of learning activities offered by the course

are they interesting, inspiring and well-matched to the level of the participants?

Course duration, timing and number of hours to be invested

do they fit with the participants' availability?

Technical aspects

is the technical solution appropriate to learners? Are the technical elements (e.g. the learning platform and its functions) clear and understandable to participants?

2. Design

- Teaching Methods
- Learning Activities

Reflection

Which teaching methods do you use?

#bitesizePD

Bloom's Digital Taxonomy

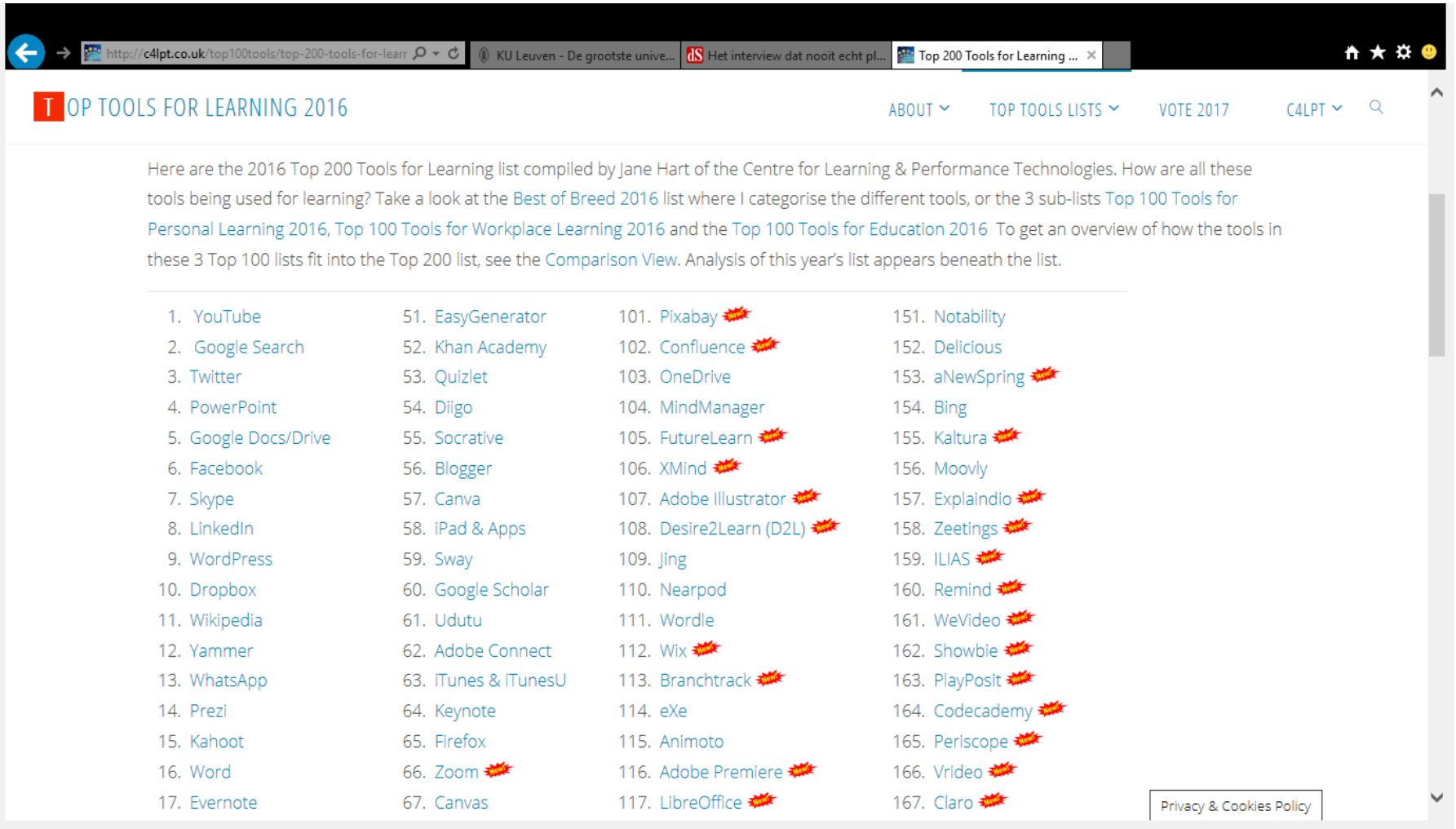
FRACTUS LEARNING

	Bloom's taxonomy	Bloom's modified taxonomy	Bloom's extended digital taxonomy	Functional Levels	Activities with digital tools	
Disseminating learned information			Sharing	Publicly sharing, publishing, broadcasting	Contributing to open social networks, publishing, broadcasting, networking	Higher Order Thinking Skills
Putting elements together to form a new function whole	Evaluation	Creating	Creating	Designing, constructing, planning, producing, inventing, devising, making	Programming, filming, animating, blogging, video blogging, mixing, re-mixing, wiki-ing, videocasting, podcasting, directing	
Make judgements based on criteria or standards	Synthesis	Evaluating	Evaluating	Checking, hypothesising, critiquing, experimenting, judging, testing, detecting, monitoring	Blog commenting, reviewing, posting, moderating, collaborating, refactoring, testing	
Break concepts into parts, determine how parts interrelate	Analysis	Analyzing	Conceptualizing	Comparing, organising, deconstructing, attributing, outlining, finding, structuring, integrating	Hacking, mashing, linking, validating, reverse engineering, cracking	
Use learned information	Application	Applying	Applying	Implementing, carrying out, using, executing	Running, loading, playing, operating, uploading, sharing with group, editing	
Constructing meaning from different forms	Comprehension	Understanding	Connecting	Interpreting, summarizing, inferring, paraphrasing, classifying, comparing, explaining, exemplifying	Boolean searches, advanced searches, blog journaling, tweeting, categorizing, tagging, commenting, annotating, subscribing	
Memory to recollect facts, produce definitions, retrieve material	Knowledge	Remembering	Doing	Recognizing, listing, describing, identifying, retrieving, naming, locating, finding	Bullet pointing, highlighting, bookmarking, group networking, shared bookmarking, searching	Lower Order Thinking Skills

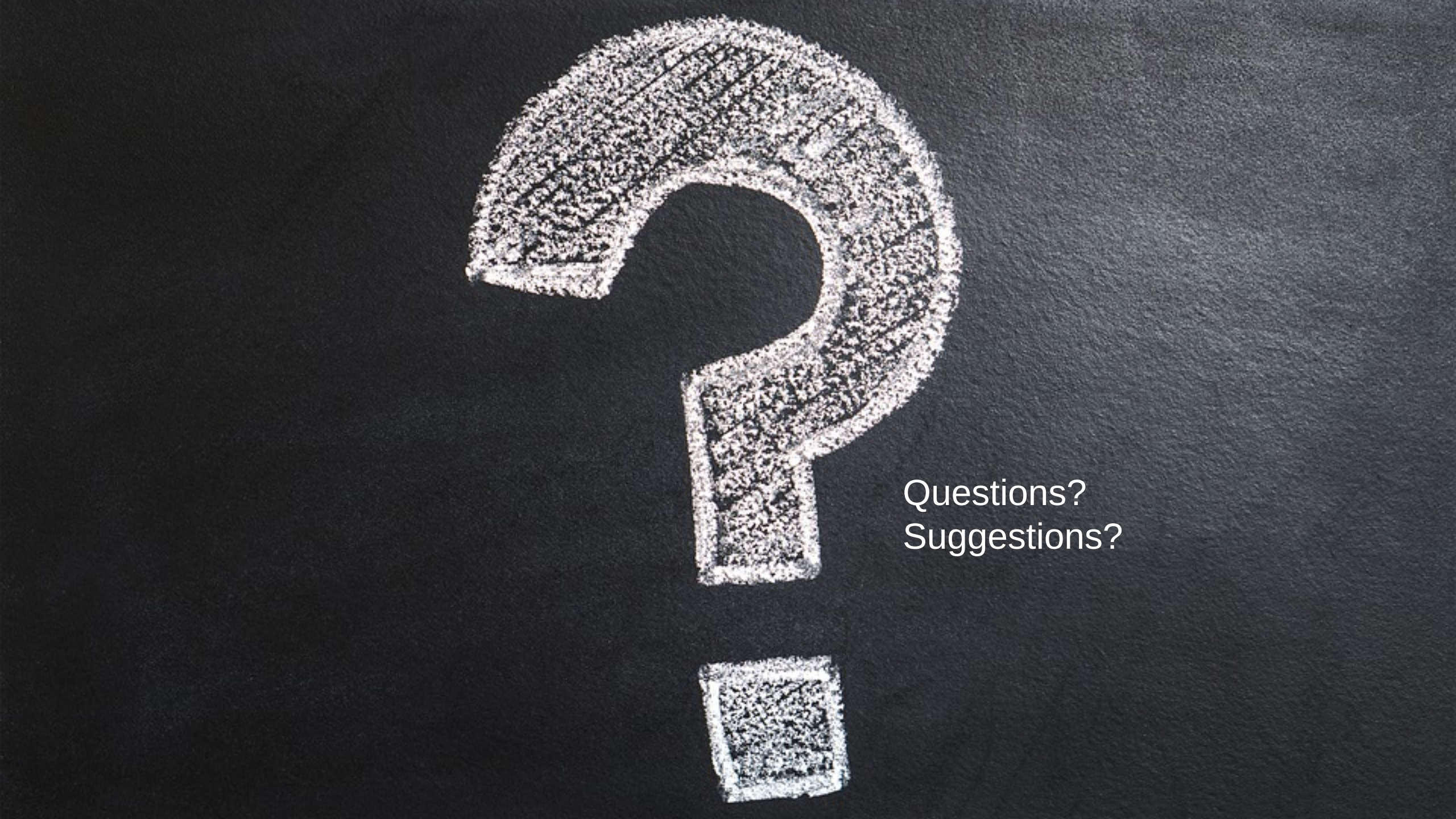
Reflection (Journal entry)

1. Which teaching methods are you using in your course?
2. Which teaching methods do you want to use in your project/course?
3. Can you imagine an appropriate teaching method for each level in the Bloom's digital taxonomy?

Top tools for learning



Learning activities	Teaching method	Media/tools
Instruction: T presents, S listen	Lecture Demo	Audio/video recordings Screencasting Webcolleges Video communication
Interaction: T interacts/ communicates, S communicate with each other	Brainstorm Discussion Debate Role play	Mindmapping Forum Weblog Edugames Virtual world Video communication
Collaboration : T guides / coaches S work together	Project Group work	Virtual classroom Collaborative workspace Social media ePortfolio


Questions?
Suggestions?