

*Designing effective online learning experiences for
university and school-aged learners*

Professor Lori Lockyer

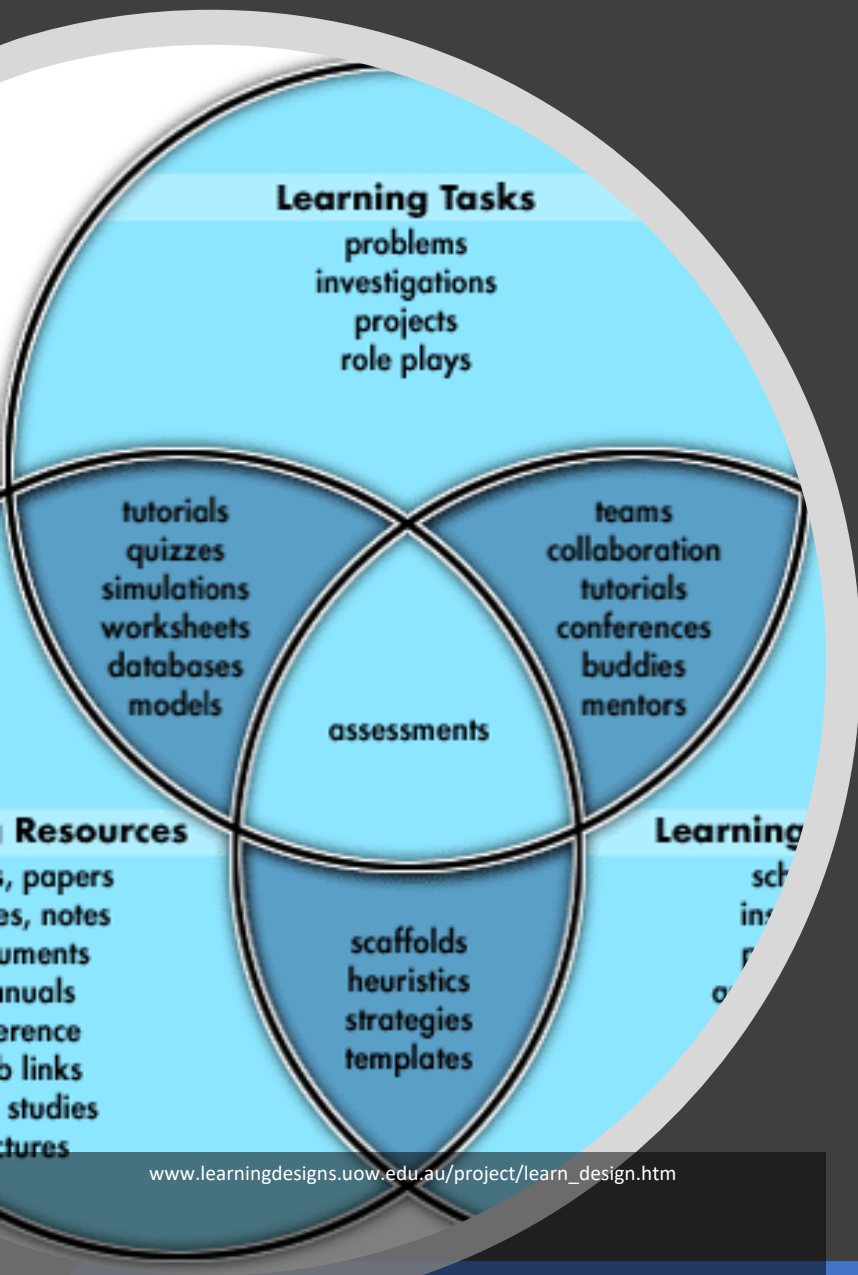
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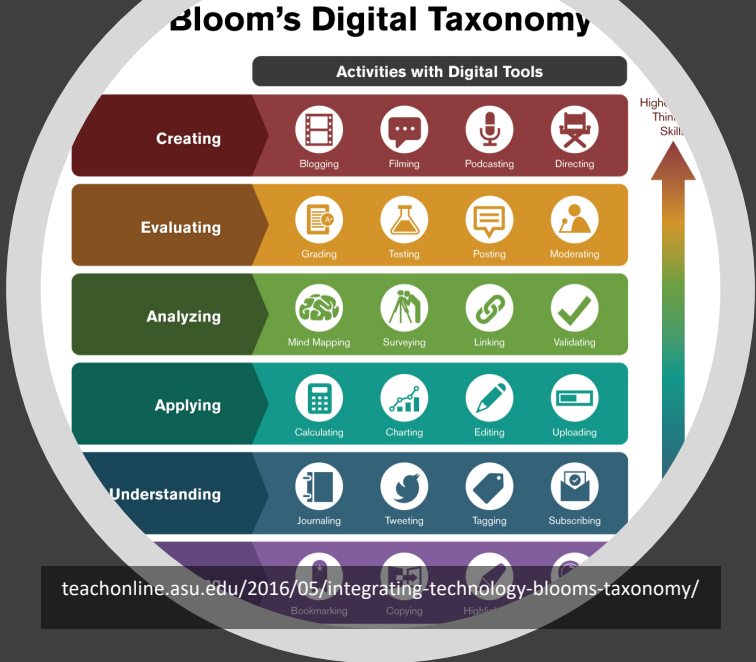
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Have we pandemic pivoted with effective pedagogy?

As we use online and other technologies...
How are we teaching?
What do we ask students to do?
How we support students to learn?



www.learningdesigns.uow.edu.au/project/learn_design.htm



teachonline.asu.edu/2016/05/integrating-technology-blooms-taxonomy/



<https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/future-focused-learning-and-teaching/learning-modes>

Pedagogical framework, models and strategies

Recognise the work teachers do as
design work

Teachers as designers

Characteristics of design practice

- Designers 'problematise' situation that needs improvement
- Centred on needs of humans in context
- Mutual adjustment between specifications and proposed solution
- Draws on research, precedent and experience

Design practice differences for teachers

- Know or can come to know their learners (users/audience)
- Develop and implement their design
- May have the opportunity to revise design...
... while implementing (teaching)
... with other learners, in other contexts.

Our research of teacher design practice

How teachers design online / technology integrated learning for their students

- University teachers across Australia
- Primary school teachers in NSW

Shirley Agostinho

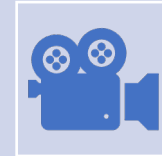
Sue Bennett

- Lauren Knussen – Early career primary school teachers in NSW

- Dewi Mahyu Mustikasari (ATN-MoRA Scholarship holder)– English language teachers in Indonesian universities



Design interviews



Design Tasks



Design artifacts

What we found

Deep knowledge of their students – key design influence

Adapt to context, particularly available technologies

Influenced by advice others (HE); design cooperatively with others (SE)

Use range of design tools

- paper and pencil brainstorming
- sample units and teaching resources
- templates for recording their unit of work

Have variable agency in design decisions

May be a link between agency and creativity/innovation

Most never explicitly taught how to design

... particularly for online or technology integrated learning

Recognise the work teachers do as
design work

Teach teachers how to design
Support them in their design work
Develop and provide tools to help
them design

Common themes and implications

Iterative Design

- Avoid lock-step design models and design tools

Agency

- Autonomy
- Trust
- Time
- Teacher learning opportunities
- Examples for inspiration

Learning technologies

- Limitations in context
- Creativity of use



Questions Comments

<https://learningdesignresearch.wordpress.com/>

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