Creating and Sharing Information Literacy Learning Designs
Interdisciplinary mix of perspectives

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Pedagogy – Information Literacy – Computation
Here’s what we’re going to cover

Adapt - Design - share - Reuse - Critique

1 ... Complete a short survey
2 ... Introduction to the Learning Designer;
3 ... Extension & adapting of a design;
4 ... Reflection & Feedback

5 ... create their own design or adapting one
6 ... Develop a critique of the learning design experience
7 ... Annotate your design with comments;
8 ... Plenary Feedback
Vocabulary

**TEL**: Technology-Enhanced Learning

**TLA**: Teaching & Learning Activity

**Pattern**: A model, an element or a method that can be replicated with little or no further alteration.

**OER**: Open Educational Resources
Aims

- Build on the work of others (BOTWOO)
- Develop knowledge of using TEL
- Access to existing pedagogical patterns & OER
- Patterns and resources structured to reflect their pedagogy
INTRO  LDSE project: Design tools to support teacher collaboration

Format

Interactive tool for teachers to adopt, adapt, analyse, experiment, trial in practice, redesign, and share designs.
Ontology-based set of tools

The Learning Designer
Interactive Learning Design Environment

Pedagogical Pattern Collector

Welcome
The Pedagogical Patterns Collector suite of tools enables teachers to share their good teaching ideas. It is intended to help a subject teacher see how a particular pedagogic approach can be migrated successfully across different topics. There are sample patterns to browse and edit, or you can design your own from scratch. This is an output from the TEL/ITL research project on a learning design support environment for teachers and lecturers, funded by the EPSRC/ESRC.

"PPC Browser"
offers a collection of generic pedagogical patterns, and their associated initiatives, when you can redesign for your own teaching practice.

"PPC Designer"
presents the pedagogical pattern template to help you describe your own teaching ideas for a session (e.g., student preparation, class activities and homework).

"PPC Abstractor" is a tool that helps you distill your teaching ideas, expressed with PPC Designer, into a generic, more reusable form.
What I liked most...

1. Shifted my initial focus from aesthetics to structure while being highly creative.

2. Retained focus on the learner during the session’s design.

3. Aligned anticipated outcomes to learning and assessment for learning (AfL) activities.
What I liked most...

4. Playing with different approaches and being able to see the outcome of them.

5. Build confidence in pedagogical design while trying alternative activities.

6. Balancing learning derived from acquisition, inquiry, practice, production and discussion and hence serving many learning styles.
What I liked most...

7. Incorporating Technology-Enhanced Learning (TEL) activities

5. Engage in discussions with other educators.

6. Design - Teach - Reflect - Iterate - Design - Teach - Reflect - Iterate
...many librarians suggested that being able to see someone’s teaching materials, their lesson plan and the activities they undertook in a session was the most useful part of releasing resources as OERs.

(Secker, J., & Madjarevic, N., 2012).

7 Contribute to finding a solution in closing a gap in sharing lesson plans!
It’s time to get your hands dirty

Time: 15min

Complete the preliminary survey
Extension and adapting of a simple design

Time: 40min
A library of patterns to browse, both generic and specific versions

A blank canvas to start creating your own pattern

tinyurl.com/ppcollector3
Click on “Show user generated patterns” button
Proceed to adapt this pattern

To What End: 1. You will know what a "digital footprint" is, how it is linked with your digital identity along with ways other people may use this information.
   2. You will discover what the Internet knows about YOU and Reflect on your findings.
   3. You will start constructing a strategy on managing your online reputation by relating theoretical knowledge to practice (optional Assessment).


Total session time: 120 minutes.

TLA 1: «e-voting activity» time allotted = 10 minutes

• Mock Question: What’s your favorite drink? Coffee, tea, water, beer, spirits (Investigate - 7 minutes)
• Do you consider your online activity safe? (Investigate - 3 minutes)

Notes - «activity_type» : Technology-based check for learning

TLA 2: Teacher presentation - Passive & Active Digital Footprint is explained time allotted = 10 minutes

• Instructor:
Check the feedback on the overall distribution of learning activity

Add link to an OER, e.g. a digital tool for practice

Read, Watch, Listen
Investigate
Discuss
Practice
Share
Produce

Adjust the type of learning activity.
Edit the instructions.

Export to the LDner

Represent the teacher as present or not

Read, Watch, Listen
Investigate
Discuss
Practice
Share
Produce

Adopt – Adapt – Import resources – Test and re-design – Share what works
Discussion

Feedback

Time: 20min
Experiment to create your own design

Time: 45min
Discussion

feedback

Time: 15min
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Secker, J., & Madjarevic, N. (2012). Sharing information literacy resources as open educational resources: lessons from DELILA. SCONUL Focus, (55), 14-17

Cover: “Universal Design for learning” by giulia.forsythe (CC BY NC-SA) http://flic.kr/p/dZzYDv

Cover: Digital footprint wordle created by Eleni Zazani with Tagxedo.com.

“Hands with paint” has derived from the original work, courtesy of Amaterasu-Sun-God (@MangoEnFango). http://amaterasu-sun-god.deviantart.com/art/Hands-with-paint-264147917