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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

INTRO

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

Format

- **Interactive** tool for teachers to adopt, adapt, analyse, experiment, trial in practice, redesign, and share designs.

Ontology-based set of tools

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

Design

Teach

Learner

LDer Tools

Iterate

Reflect

"
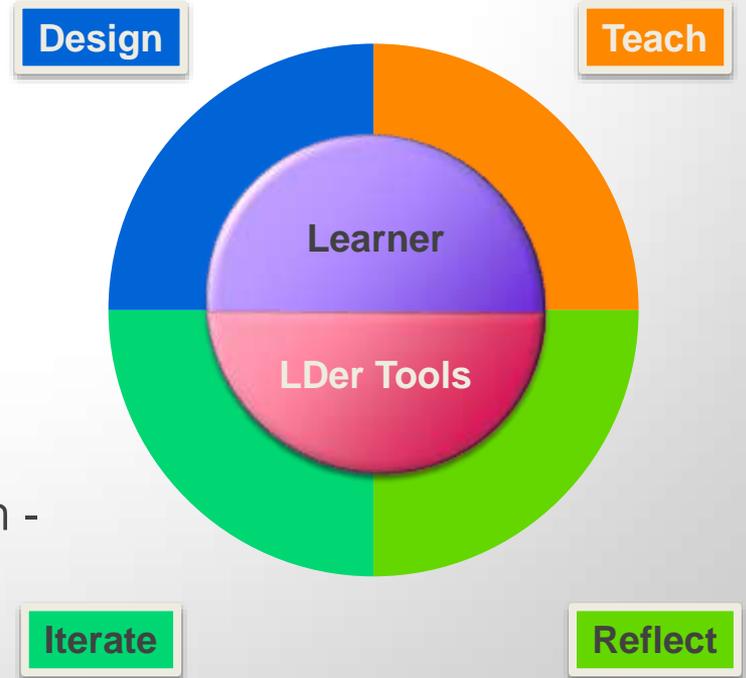
...many librarians suggested that being able to see someone's teaching materials, their lesson plan and the activities they undertook in a session was the most useful part of releasing resources as OERs. **"**

(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

Information Literacy Learning Designs

CREATING AND SHARING

About | Workshop at ECIL | The Learning Designer Community | Giving your Feedback

http://bit.ly/infolit-design

Complete the preliminary survey

Extension and adapting of a simple design

Time: 40min

tinyurl.com/ppcollector3

Pedagogical Pattern Collector

PPC

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 TLRP-TEL research project on a learning design support environment for teachers and lecturers, funded by the ESRC-EPSRC .

click here for
Browser

click here for
Designer

A blank canvas to start creating your own pattern

A library of patterns to browse, both generic and specific versions

Preview and test the abstracted pattern   ✕

Select filter... ▾   ▤ Generic   ▤ Instance   Proceed to Adapt this pattern   Comments about this pattern

NFC for Language Learners   This design is for the ECIL workshop.
Improving reading strategies and expand
Brew the perfect cuppa
Digital footprint   **Proceed to adapt this pattern**

Reset Filter   Delete selected...

To What End: 1. You will know what a "digital footprint" is, how 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)
By what Means: «e-voting activity», Teacher presentation - Passive & Active Digital Footprint is explained, «What the Internet Knows about You», Guided Reflection, "e-voting activity", Teacher presentation - Flickr Examples of children, "e-voting activity", Teacher presentation - Employability and Digital Footprint, Setting up Alerts for managing online reputation, Completion of the Reflection worksheet, Final class Discussion, 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:

PPC Designer

Save and open PPC designs
Open...   Save as...

Export
Export for LD...

Total learning time by activity type

Learning Outcome – Students will be able to:
1. You will know what a "digital footprint" is, how is linked with your digital Identity along with ways other people may use this information.

Total session time
120   minutes

> Browse samples of Teaching Learning Activities
Add Blank TLA

«e-voting activity»

Investigate   Group size 30   Duration 7 min
Mock Question: What's your favorite drink? Coffee, tea, water, beer, spirits

Investigate   Group size 1   Duration 3 min
Do you consider your online activity safe?

Time allotted =

Teacher presentation - Passive & Active Digital Footp

Read Watch Listen   Group size 30   Duration 10 min
Instructor:
Explains what a digital footprint is by showing a YouTube video and reinforces the idea of an active and passive digital footprint.

«What the Internet Knows about You»

Investigate   Group size 30   Duration 10 min
Learners are given a link to visit an online platform where I have saved a collection of websites for them to start searching their online identity and footprint.

Guided Reflection

Discuss   Group size
Students discuss their findings and to think and record the questions i

Practice   Group size

Add Learning Type   Time allotted =   25   min

Read, Watch, Listen
Investigate
Discuss
Practice
Share
Produce
 teacher as
present or not

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

Adjust the type of learning activity. Edit the instructions.

Check the feedback on the overall distribution of learning activity

Tweet 0   Like   2 people like this. Sign Up to see what you

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

Get in contact with us.

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References…

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- "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