

# An introduction to the *learning design studio* approach



# This afternoon

- ▷ What is the HANDSON toolkit?
- ▷ Pre-survey (3 minutes)
- ▷ The toolkit!
- ▷ Post-survey (3 minutes)

# The Learning Design Studio

## ***HANDSON toolkit...***

- ▷ Based on the *Design Thinking* discipline:  
educators = designers
- ▷ No theory
- ▷ Fast-paced hands-on activity
- ▷ Iterative and agile approach

# The Learning Design Studio

## ***HANDSON toolkit...***

- ▷ Work in pairs
- ▷ The design focus: your educational challenge
- ▷ The design considerations: context and students
- ▷ Today: just the design step (then: implementation and refinement)



# The Learning Design Studio

## ***HANDSON toolkit...***

- ▷ ICT tools = just a resource
- ▷ Select the best one at the end of the design process



# Pre-survey

3 minutes...

**ACTION!**



[www.handsonict.eu](http://www.handsonict.eu)

# CONTEXT - 1

**Goal:** Find out about your colleague's working environment (educational sector, subject, classroom space, characteristics of the institution, etc.)

## **Activities:**

1. Interview your colleague to gather as much information as possible about his/her context
2. Write down the most relevant information to keep in mind during the design process

**Time:** 4' (2' + 2')



# EDUCATIONAL CHALLENGE - 2

**Goal:** Now that you know his/her context, find out about the educational challenge she/he wants to work on.

## **Activities:**

1. Interview your colleague (what are the changes he/she would like to see in the classroom? what are his/her wishes? etc.)
2. Write down the most relevant information (be clear and concise)

**Time:** 6' (3' + 3')





# STUDENTS' CHARACTERISTICS - 3

**Goal:** Find out about your colleagues students (their personal, social and general characteristics, build a “user profile”)

## Activities:

1. Interview your colleague (ask about how his/her students: their abilities, expectations, motivations, etc.)
2. Write down any relevant information to build a “user profile”

**Time:** 6' (3' + 3')



# PERSONA CARD- 4

**Goal:** Create a *persona card* of your colleague's students (fictional character)

## Activities:

1. Based on the informations from the previous activity, create a fictional character of your colleague's students
2. Share your persona card with your colleague  
(does the student have a name and a slogan?)

**Time:** 8' (4' + 4')



# FACTORS - 5

**Goal:** Define any factors that influence the design, implementation and assessment of the learning activity

**Activities:**

1. Interview your colleague (ask him/her about the material, social, intentional factors; anything that can affect the ICT-based learning activity you are working on)
2. Write down all relevant information (be concise and clear)

**Time:** 6' (3' + 3')



# CONCERNS - 6

**Goal:** Find out about any concern that might affect the implementation of the learning activity.

## **Activities:**

1. Interview your colleague (based on the information from the students and the factors, which type of concerns might arise during the enactment of the activity?)
2. Write down all relevant information

**Time:** 4' (2' + 2')



# COMPETENCIES - 7

## *CHANGE TOOLKIT!!! – INDIVIDUAL ACTIVITY*

**Goal:** Mark the type of competencies and actions that you want your students to work on for the learning activity

### **Activities:**

1. What are the actions you want your students to work on? (do not forget about the persona card, the factors and concerns, etc.)
2. Mark as many verb as you consider relevant / necessary for the activity

**Time:** 4'



# AIMS - 8

**Goal:** Define the aims of your learning activity

## **Activities:**

1. Talk with your colleague about the objectives you have selected and use his/her feedback to refine the activity
2. Write down the aims (think on the SMART criteria: Specific, Measurable, Attainable, Relevant/Realistic and Timely )

**Time:** 4' (2' + 2')



# REFINEMENT – 9 & 10

**Goals:** Give and receive feedback from other colleagues

## **Activities:**

1. Change partner and share your designed learning activity
2. Provide a constructive feedback for his/her activity
3. Use his/her input to refine/enhance your activity

**Time:** [6' (3' + 3')] + [6' (3' + 3')]



# SCENARIO – 11

## INDIVIDUAL ACTIVITY

**Goal:** Build the prototype of your activity

**Activities:**

1. Use all the information, feedback, ideas that you have been working on until now and refine your activity
2. Write down a concise sentence or clear adjectives for each cell.

**Time:** 6'





# ICT tools – 12

## INDIVIDUAL ACTIVITY

**Goal:** Choose the ICT tools that will facilitate your learning activity, either for you or for your students to work

### Activities:

1. Select the ICT tools you will use for the design, implementation and evaluation of the activity
2. Relate each tools with a specific task
3. Optional: share the ICT tools that you are already using – use the post-it notes)

**Time:** 5'





## Moodle Tool Guide for Teachers

What you want to use (technology)	What you want to achieve (pedagogy)	Information Transfer Is it a tool for disseminating information from you to your students?	Assess learning Will this tool allow you to assess your students' learning?	Communication & interaction Can it be used for communication & interaction among participants (you & your students)?	Co-create content Can you & your students collaborate & create content together?	Bloom's Allows what thinking order? •Remember •Understand •Apply •Analyse •Evaluate •Create
<b>Add Resource</b> Upload a file (Word Document/ PowerPoint)	Easy, like an email attachment. But can your doc stand on its own?	Yes. Only teachers can upload files to course site. So definitely a push-tool.	Maybe. Use to give task. Collect student files through Forum or Assignment.	No. It's a distribution tool. No option for interaction or communication.	Maybe. Use to give task. Collect student files through Forum or Assignment.	None. This is not a learning activity, but information transfer.
<b>Add Resource</b> Link to a web page	Easy, find the web address (aka url – the bit that starts with http://), copy it, paste it.	Very easy way of leading students to information. Can link directly to database articles.	Not directly. Option is to link to external student e-portfolios or blogs.	Maybe. Link to external tools eg Google Calendar, groups, blogs or wikis.	Maybe. You can link to external collaborative sites e.g. Google Docs, wikis or blogs.	6/6 Can do all of the above, depending on where you link to.
<b>News Forum</b> Use to send out course announcements	Easy. It's a standard forum, already set up in your course.	Yes. Include course updates, encouragement, timely links, etc.	No. The News Forum is limited. Students cannot post new topics.	You can start new topics. Students respond. Great for establishing	Limited because students cannot start new topics. Tip: Set up	2/6 Not strictly learning activity. Test readiness for

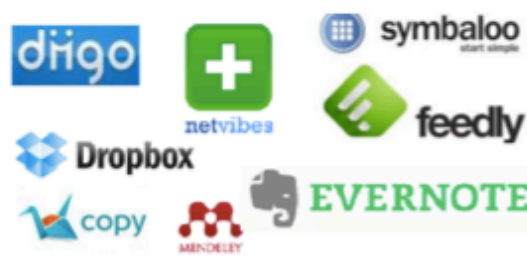
# 2.0 TOOLS

# ICT tools - 12

## INFORMATION SEARCH+SELECTION



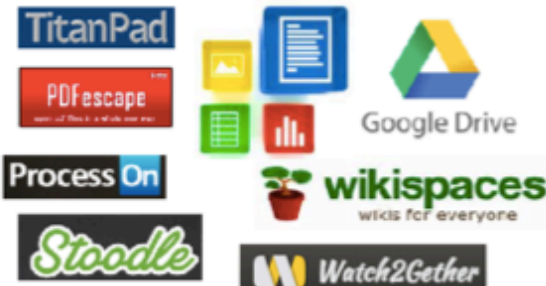
## INFORMATION STORAGE+MANAGEMENT+SHARE



## BRAINSTORMING AND MIND MAPS



## COLLABORATIVE EDITING



## TIME AND PROJECTS MANAGEMENT



## LEARNING RESULT OUTPUT VIDEOS+INFOGRAPHICS+PRESENTA TIONS+ONLINE MAGAZINES



## COMMUNICATION

## SHARE - WEBSITE

# And now: what?

<http://handsonict.eu/>




Learn, practice,  
teach creativity  
and ICT

Home	Project	Join the MOOC !	MOOC 3 Facilitators	Reports	Where HO will be?	Partners	Team	Associate Partners
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## HANDSON Toolkit in UK – Finalize your learning activity with this template!

Posted on 26 April, 2015 by Jean-François Colas

If you are a participant in the workshop presenting the **HANDSON Toolkit** at the University of Glasgow on 27 April 2015 and want to formalize the activity you designed for its presentation in classroom, you are invited to use this template:



**Sheet for finalizing the design of a learning activity facilitated by technological tools**

Open this document, make a copy or download it for editing at the following URL: <http://goo.gl/DD5i4Q>

Use this template to complete your learning activity, replacing annotations that introduce each section with your personal contributions.  
Respect paragraphs but feel free to enter all those sections that you consider appropriate and help clarifying your educational experience.

### Language

English ▾

search here ...

Go

### Contact

[community@handsonict.eu](mailto:community@handsonict.eu)



### Moodle

• [MOODLE Project Management](#)

# Post-survey + Feedback

3 minutes and 1 word!

Thanks!



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