An introduction to the *learning design studio* approach

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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!
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’)

- [Image]
- [Website]
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’)

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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’
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’
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’)

CONCERNS - 6
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’
**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’)

**HANDS-ON ICT**

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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’
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

<table>
<thead>
<tr>
<th>What you want to achieve (pedagogy)</th>
<th>Information Transfer</th>
<th>Assess learning</th>
<th>Communication &amp; interaction</th>
<th>Co-create content</th>
<th>Bloom’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ease of use</td>
<td></td>
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<td>How easy can this be set up by you?</td>
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<tr>
<th>Add Resource</th>
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<tbody>
<tr>
<td>Upload a file (Word Document/PowerPoint)</td>
<td>Easy, like an email attachment. But can your document stand on its own?</td>
<td>Yes. Only teachers can upload files to course site. So definitely not a push-tool.</td>
<td>Maybe. Use to give task. Collect student files through Forum or Assignment.</td>
<td>No. It’s a distribution tool. No option for interaction or communication.</td>
<td>None. This is not a learning activity, but information transfer.</td>
</tr>
<tr>
<td>Link to a web page</td>
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<tr>
<td>Easy, find the web address (aka url – the bit that starts with http://), copy it, paste it.</td>
<td>Very easy way of leading students to information. Can link directly to database articles.</td>
<td>Not directly. Option is to link to external student e-portfolios or blogs.</td>
<td>Maybe. Link to external tools e.g Google Calendar, groups, blogs or wikis.</td>
<td>Maybe. You can link to external collaborative sites e.g. Google Docs, wikis or blogs.</td>
<td>Can do all of the above, depending on where you link to.</td>
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<td>News Forum</td>
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<td>Use to send out course announcements</td>
<td>Easy. It’s a standard forum, already set up in your course.</td>
<td>Yes. Include course updates, encouragement, timely links, etc.</td>
<td>No. The News Forum is limited. Students cannot post new topics.</td>
<td>You can start new topics. Students respond. Great for establishing.</td>
<td>Limited because students cannot start new topics. Tip: Set up</td>
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And now: what?

http://handsonict.eu/

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/DDS4Q

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 experiences.
Post-survey + Feedback

3 minutes and 1 word!

Thanks!
An introduction to the Learning Design Studio

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