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# Module 5: Learning technologies and course design

Learning outcome of the session:

* Reflect on the role of tools and technologies in learning and course design
* Explore and evaluate a range of tools that might be useful in their own learning and course design
* Consider the underlying assumptions about teaching and learning practice associated with the choice of particular tools and technologies

Overview

1. What tools / technologies have you used this year in your teaching?
2. What tools / technologies do you think you might want to integrate into your course and learning designs for Module 5?
3. What does our choice of media say about our approach or philosophy to teaching and learning? – group discussion
4. Conversational theory – integrate into discussion.

Notes for us:

* Course and learning design – the differences – we are focusing on learning design today (sessions)
* It says something about the role of the teacher and students and their interaction
* Are learning technologies pedagogically neutral?
* Tease out difference between tools and technologies
* Bring in Laurillard’s conversational theory – the loop – can be facilitated by technology – the feedback loop.

Using a worksheet –

1. Give students set of tools to look at as examples and to comment on:

Briefly introduce the tools: links are on Moodle (currently hidden) <http://moodle.lse.ac.uk/mod/resource/view.php?id=207837>

Learning design using Moodle: <http://moodle.lse.ac.uk> – LSE examples

EU452 example

LSE100 example from one of the session – climate change

PowerPoint: Find other people’s PowerPoints on Slideshare:

Teaching history with technology <http://www.slideshare.net/missan/teaching-history-with-technology>

Economics example: <http://www.slideshare.net/vitko/macroeconomics-international-finance>

Instructional design: <http://www.slideshare.net/kkapp/instructional-design-today-what-we-really-need-to-know-as-practitioners-researchers-and-designers>

Prezi :

Maths - <http://prezi.com/aww2hjfyil0u/math-is-not-linear/>

History : <http://prezi.com/pvui_by2grt-/effective-creative-strategies-in-teaching-history/>

Glomaker

Understanding decimal: <http://www.glomaker.org/samples/GLOMaker_Decimals/GLO_Player.html>

Phoebe (course design):

History: <http://www.phoebe.ox.ac.uk/view/viewDesign.php?design_id=389>

Climate change: http://www.phoebe.ox.ac.uk/view/viewDesign.php?design\_id=974

LAMS (session planning):

<http://www.lamsinternational.com/>

Students spend time exploring the tools from the design perspective and the learning theory that underpins it.

Complete further sections on the worksheet:

What do you like / dislike about this tool?

How could the tools help you achieve your intended learning outcomes?

How could the tools help in the design process?

Is there an underlying philosophy / approach to teaching and learning implicit in the tool?

## References

Laurillard, D. Rethinking University Teaching. Chapter 10