

Learning Design in the AI-Era (iLed) - NEW VERSION

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This course is developed within the Erasmus+ iLed project and is aimed primarily at higher education teachers, but can also be used by K-12 teachers, pre-service teachers and LLL trainers.										
The aim of the course is to support professional development of teachers, taking into account the contemporary teaching and learning theory, strategies, practices and rapidly developing technologies.										
The course emphasizes learning design, learning analytics and AI in education, but also covers basic topics including learning outcomes, constructive alignment, course delivery in learning management systems.										
Arbeitsbelastung in Stunden: 60										
Anzahl der Lernenden: 100										
Bereitstellungsmodus: Online										
Status: IN PLANUNG										
Öffentlicher Zugang zum Kurs: Öffentlich										
Mitwirkende: Darko Grabar, Petra Vondra, Mirza Žižak, Blaženka Divjak, Barbi Svetec, Angela Rizzo, Lea Škorić, Julia Schmitt, Catriona Matthews, Paul Astles, Egle Gedrimiene										
Kurs-Lernergebnis								Niveau	Gewicht	
Implement innovative pedagogies in HE teaching and learning (TL)								Anwenden	18	
Create learning design of a course based on LOs and constructive alignment								Erstellen	30	
Use learning analytics, especially design analytics, to upgrade course(s)								Bewerten	18	
Meaningfully apply contemporary technologies and AI in TL								Analysieren	12	
Orchestrate learning design (developing content and LMS activities based on learning design)								Anwenden	12	
Self-evaluate the implementation of own course(s)								Bewerten	10	
Gesamtgewicht: 100										
Thema / Einheitsname	Arbeitsbelastung	Lernart	Lieferart	Gruppen	Zusammenarbeit	Rückmeldungen	Mandatory activity	Bewertung		
								Punkte	Typ	Anbieter

<p>Introduction to the course</p> <p>Implement innovative pedagogies in HE teaching and learning (TL) (5%), Self-evaluate the implementation of own course(s) (5%), Create learning design of a course based on LOs and constructive alignment (5%)</p>													
<p>Introductory notes</p>													
<p>Introductory survey Learners take part in an introductory survey focused on their pre-knowledge. POINT IF FILLED IN</p>	15 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert	
<p>Short reading Students read a short material on how the MOOC is conceptualized and how it was developed. In the MOOC, each unit is developed in line with one innovative TL approach.</p>	15 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			

<p>Live session/webinar Participant attend a short live session (webinar) providing an introduction to the course and their obligations. The session will provide an opportunity to ask questions and discuss. The recording will be available for the later asynchronous delivery, and further discussion will be enabled in the discussion forum.</p> <p>MARK AS COMPLETE IF: participated live or watched the recording</p>	30 min	Diskussion	Online	Synchron	Lehrer anwesend	Nein	Nein	Lehrer, Kollege	Nein	1	Formativ	Automatisiert
<p>Introduction to the BDP tool Learners are directed to watch introductory videos and get to know the basics of learning design with the BDP tool:</p> <ul style="list-style-type: none"> • Guidance about creating an account (2 mins) • How to open a course (10 mins). <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE.</p> <p>TO DISCUSS: SHOULD WE GIVE POINTS AUTOMATICALLY FOR ACTIVITIES MARKED AS COMPLETED?</p>	90 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert
Gesamtarbeitsbelastung der Einheit	2.5h											

<p>Learning Outcomes & Constructive Alignment</p> <p>Implement innovative pedagogies in HE teaching and learning (TL) (15%), Create learning design of a course based on LOs and constructive alignment (30%)</p>										
<p>Learning Theories</p>										
<p>Orientation: Video on learning theories Video on major learning theories.</p>	20 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein
<p>Conceptualization: Research questions on learning theories Based on the introductory video and a generic leading question given in the course (e.g., Which learning theory is the most useful with respect to...?) learners develop a specific research question, relevant for their teaching environment (e.g., level of education, subject area, mode of delivery, resources, strategies etc.). The question is submitted in the discussion forum.</p>	30 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Ja	Lehrer, Kollege	Nein	Nein
<p>Investigation: Independent research Learners independently investigate learning theories to answer the chosen research question.</p>	90 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein

<p>Conclusion & discussion Learners write a forum post to discuss the theory and answer the chosen question, providing the conclusions of their investigation. They receive feedback in peer-assessment.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. FOR THEIR FORUM ENTRY, THEY GET A POINT.</p>	90 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Lehrer, Kollege	Ja	2	Formativ	Kollege
<p>Gesamtarbeitsbelastung der Einheit</p>	3.83h											
<p>Learning Outcomes - Definition & Prioritization</p>												
<p>Orientation: Quiz on learning outcomes Learners take a quiz related to learning outcomes.</p>	10 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	2	Formativ	Automatisiert
<p>Conceptualization: Video on learning outcomes & research questions Learners watch a video on learning outcomes and their prioritization. They are given a research question related to investigating to what extent the learning outcomes of their courses are aligned with theory.</p>	30 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		

Investigation: Independent research Learners independently investigate learning outcomes theory (particularly an article on learning outcomes prioritization) and critically analyse the learning outcomes of their courses and investigate how to assign weights.	90 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Ja	Nein	Nein	Nein		
Quiz on prioritization of learning outcomes Learners take a quiz related to the prioritization of learning outcomes, based on previous reading.	10 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Nein	2	Formativ	Automatisiert
Conclusions Learners prepare revised learning outcomes of their courses, with corresponding weights. They open a course in the BDP tool and insert the introductory part with learning outcomes and weights, share the BDP link to the discussion forum.	45 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
Feedback & assessment Learners discuss their work with peers and teachers in the forum, based on the shared BDP link. They have to explain how they determined the weights. FOR THEIR FORUM POSTS, THEY GET POINTS.	35 min	Diskussion	Online	Asynchron	Lehrer anwesend	Nein	Nein	Lehrer, Kollege	Ja	3	Summativ	Kollege
Gesamtarbeitsbelastung der Einheit	3.66h											
Constructive Alignment												

<p>Orientation: Discussion on constructive alignment Learners analyse two case studies with examples of well or not-so-well established constructive alignment and discuss.</p>	20 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Lehrer, Kollege	Nein	Nein		
<p>Orientation: Video on constructive alignment Learners watch a video on constructive alignment.</p>	20 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
<p>Orientation: Discussion on constructive alignment Participants explore examples of higher education courses designed in the BDP tool, look at the courses' design analytics and consider the courses from the perspective of constructive alignment: how well is it established in each of the courses and what should be improved? They write thier observations in the forum and discuss with your peers.</p>	20 min	Übung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
<p>Conceptualization: Research questions on constructive alignment Based on the introductory activities, learners develop a specific research question, relevant for their teaching environment (e.g., level of learning outcomes, subject area, mode of delivery, resources.). The question is submitted in the discussion forum.</p> <p>FOR A FORUM ENTRY, THEY GET A POINT.</p>	30 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Ja	Lehrer, Kollege	Nein	1	Formativ	Kollege

<p>Investigation: Independent research Learners independently investigate constructive alignment to answer the chosen research question.</p>	60 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein				
<p>Conclusion & discussion Learners insert an example of constructive alignment (learning outcome - TLAs - assessment) in their BDP course (opened in the previous unit). They share their links in the forum.</p> <p>FOR THEIR FORUM ENTRY, LEARNERS GET POINTS.</p>	45 min	Übung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Lehrer, Kollege	Nein	2	Formativ	Lehrer		
<p>Gesamtarbeitsbelastung der Einheit</p>	3.25h													
<p>Assessment Design</p>														
<p>Orientation: Problems in assessment Learners discuss problems in assessment.</p>	20 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Kollege	Nein	Nein				
<p>Conceptualization: Reading on assessment Learners are provided with a reading material on assessment: types of assessment, role of assessment in constructive alignment, utility framework for assessment.</p>	30 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein				
<p>Conceptualization: Research questions on assessment Learners propose research questions based on their problems in assessment and the reading material.</p>	30 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Lehrer, Kollege	Nein	Nein				

<p>Investigation: Independent research Learners independently investigate assessment to answer the chosen research question.</p>	90 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein			
<p>Conclusion & discussion Learners submit a link to their BDP design with a revised example of constructive alignment (learning outcome - TLAs - assessment), with an emphasis on assessment. TEACHER ASSESSMENT</p>	45 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Lehrer, Kollege	Ja	8	Summativ	Kollege, Lehrer	
<p>Reflection: Introducing change This activity aims to help participants reflect on their current practices, as well as limitations, related to educational improvement. The survey is anonymous.</p>	10 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	Nein			
<p>Gesamtarbeitsbelastung der Einheit</p>	3.75h												
<p>Innovative Teaching & Learning Strategies Implement innovative pedagogies in HE teaching and learning (TL) (50%), Meaningfully apply contemporary technologies and AI in TL (20%), Create learning design of a course based on LOs and constructive alignment (15%)</p>													
<p>Unit 1 (Innovative teaching): PREPARE</p>													

Introduction to the unit and authentic learning scenarios Learners are provided with an introductory video and an interactive flipbook. The introductory video helps learners understand the structure, content and workflow of this unit. Additionally, introductory video along with the flipbook, provides a general overview of authentic learning scenarios, emphasizing their significance and application in higher education.	10 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein
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<p>Interactive Objects (LernBar - Scorm): Diving deeper into the authentic learning scenarios</p> <p>Learners will find ten short videos (5-10 min each) describing various authentic learning scenarios (see the list below). Each learner will need to choose at least two scenarios that prefer or plan to implement into their teaching.</p> <p>Authentic learning scenarios:</p> <ul style="list-style-type: none"> • Flipped Classroom (GU) • Using AI in Education (GU) • Hybrid Teaching in Large Classrooms (FOI) • Game-Based Learning (Oulu) • Hybrid Learning in Small Groups (SOM) • Inquiry-Based Learning (FOI) • Problem-Based Learning (Oulu) • Project-Based Learning in Virtual Environments (GU) • Simulation (SOM) • Virtual Reality (GU) <p>To verify completion of this activity, learners need to mark "ACTIVITY COMPLETED" for the selected and analyzed videos. Learners will get points for completed activity.</p> <p>ALTERNATIVE:</p> <p>points from quizzes integrated in the interactive material</p>	30 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	1	Formativ	Automatisiert
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<p>Quiz: self-evaluation (LernBar - Scorm) Learners take a quiz related to learning outcomes which is intended to help learner to check its understanding of a particular topic. This will help learners to achieve a beter and deeper understanding of the topic and foster a more engaged and motivated approach to their education.</p> <p>Can be combined with Lernbar</p> <p>For each learning scenario a quiz is provided. Learners take those quizzess related to their chosen learning scenarios. Feedback explanations for each answer will be provided. Learners will be able to see the results of their choices.</p> <p>QUIZZES ARE INTEGRATED IN THE LERN BAR. STUDENTS GET 2 POINTS TOTAL FOR EACH LERN BAR. AS THEY NEED 2 DONE, THAT TOTALS 4 POINTS (1+3).</p>	20 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Ja	3	Formativ	Lehrer
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<p>Forum Discussion about Teaching Experiences Learners describe their typical course in three to four sentences (Scenario, Advantages and disadvantages...) and compare its experiences in teaching in online- or blended learning with corresponding authentic learning scenario. In addition, learners should discuss the benefits and challenges of implementing the learning scenarios they selected during their case study investigation.</p> <p>The purpose of this activity is to allow learners to share and reflect on their previous experiences. Learners will post their thoughts and respond to at least two peers.</p> <p>Learners who post their experiences in the forum and respond to at least two peers will get a point.</p> <p>CHANGE: It's a quiz, not a forum. 2 points.</p>	30 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Kollege	Nein	2	Formativ	Automatisiert
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<p>Drafting an own design (Wiki) Learners will use wiki to develop a first draft for an own design (a basic learning design) using the following structure:</p> <ul style="list-style-type: none"> • Title: • Audience: • Selected Learning scenario: • Methods and digital Tools: • Assessments : • Benefits: • Challenges: <p>The purpose of the activity is for learners to apply what they have previously learned. Learners should select a suitable scenario and prepare a draft for their own learning scenario.</p>	60 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	Nein		
<p>Workshop - group work and peer assessment Each group/person of learners is required to submit their learning designs for the selected learning scenario. Additionally, each group must evaluate the work of at least two other groups using a structured rubric or set of criteria provided by the course designers. By providing feedback on their peers' submissions, learners will further enhance their understanding.</p> <p>Graded in Moodle under GRADING.</p>	30 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Kollege	Ja	5	Summativ	Kollege

<p>Webinar (live or asynchronous participation) Learners engage in personal contact with others to share ideas synchronously, fostering a social component. Additionally, learners present their basic learning designs, receive feedback from teachers, and provide peer feedback on each other's results. This process encourages a more in-depth engagement with the content.</p> <p>FOR THE MOOC VERSION: A teacher chooses several examples of basic learning designs, presents and comments on them in a pre-recorded video for asynchronous watching. Participants can discuss the presented designs in the forum.</p>	45 min	Diskussion	Online	Synchron	Lehrer anwesend	Nein	Ja	Kollege, Lehrer	Nein	0	Formativ	Kollege
<p>Gesamtarbeitsbelastung der Einheit</p>	2.75h											
<p>Unit 2 (Learning Strategies): PREPARE</p>												
<p>Reading material (Overview of the learning strategies) Learners are provided with the recommended articles related to the definition and significance of the learning strategies. They will be encouraged to further explore various learning strategies that can be implemented in virtual learning design.</p>	60 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		

<p>Exploring Specific Learning Strategies (LernBar - Scorm) Learners are provided with short videos (5-10 minutes long) along with other learning activities which explain specific strategies:</p> <ul style="list-style-type: none"> • Cognitive strategies (Oulu) • Metacognitive strategies (Video, Podcast) (GU) • Collaborative learning (SOM) • Learning motivation (GU) <p>The purpose of the activity is for participants to actively and independently engage with the different learning strategies and motivational aspects.</p> <p>To verify completion of this learning activity, learners need to mark "ACTIVITY COMPLETED". Learners will get a point for completed activity.</p>	20 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	1	Formativ	Automatisiert
<p>Quiz: self-evaluation (LernBar - Scorm) Learners take a quiz related to learning strategies which is intended to help learner to reinforce understanding and provide immediate feedback. This will help learners to achieve a better and deeper understanding of the topic.</p>	10 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Automatisiert	Ja	3	Formativ	Automatisiert

<p>Introduction to the learning strategies (LernBar - Scorm) Learners are provided with video describing the importance of incorporating effective learning strategies into learning design to meet a varied needs of learners.</p> <p>In general learners will learn how various learning strategies promote diverse learning styles for presenting various information to all learners, create inclusive, engaging, and effective learning experiences, facilitate personalized learning and enhance understanding and retention. It also covers cognitive and metacognitive strategies and their role in self-regulated learning, as well as the significance of learning motivation.</p>	15 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
<p>Case studies Learners should search for case studies showcasing successful implementation of various learning strategy.</p> <p>The resources for searching case studies include Internet, written case studies and video examples.</p> <p>To verify completion of this learning activity, learners need to mark "ACTIVITY COMPLETED" for analyzed videos. Learners will get a point for completed activity.</p>	45 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert
<p>Gesamtarbeitsbelastung der Einheit</p>	2.5h											

Unit 2 (Learning Strategies): ENGAGE												
<p>Presenting the case studies and discussion (Forum) Learners engage in forum's discussions about applying a chosen learning strategy to selected case studies.</p> <p>Each learner who participate in discussion presents a case study relevant to the learning strategy they believe it would be most effective for their learning scenario. Using the chosen strategy, learner discuss about a learning design that outlines how they would implement the strategy in the context of the case study.</p> <p>At the end of the session, a learners should have a reflective discussion on the overall activity. Prompt questions could include:</p> <ul style="list-style-type: none"> • What did you learn from the different presentations and discussions? • How can you apply these insights to your own learning design and teaching practice? <p>Learners who post their experiences in the forum and respond to at least two peers will get a point.</p>	45 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Ja	Ja	Kollege	Nein	1	Formativ	Lehrer

<p>Learning Motivation Through discussion learners collect factors that inhibit or promote the motivation of learners and teachers on a concept board.</p> <p>This activity will activate the learners in a collaborative task. All learners can contribute their own teaching (and learning) experiences to the collaborative result.</p>	20 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Ja	Ja	Kollege	Nein	Nein		
<p>Wiki: Revision of the learning design drafts Learners upgrade their LD Drafts and add options to the wiki</p> <ul style="list-style-type: none"> • how the motivation of learners can be promoted • how cognitive and metacognitive learning strategies can be promoted <p>The purpose of the activity is for learners to apply what they have previously learned. They re-design and upgrade their LD drafts from Unit 1.</p> <p>The teacher checks the redesign in the wiki history.</p> <p>Graded in Moodle under GRADING.</p>	30 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	5	Summativ	Lehrer

<p>Webinar (live or asynchronous) This activity allows the learners to receive the teachers' feedback and to give each other peer feedback on their re-designed LD drafts, which encourages a more in-depth engagement of the content.</p> <p>FOR THE MOOC VERSION:</p> <p>A teacher chooses several examples of basic learning designs, presents and comments on them in a pre-recorded video for asynchronous watching. Participants can discuss the presented designs in the forum.</p>	45 min	Diskussion	Online	Synchron	Lehrer anwesend	Nein	Ja	Kollege, Lehrer	Nein	Nein
<p>Gesamtarbeitsbelastung der Einheit</p>	2.33h									
<p>Learning Design Orchestrate learning design (developing content and LMS activities based on learning design) (20%), Use learning analytics, especially design analytics, to upgrade course(s) (40%), Self-evaluate the implementation of own course(s) (10%), Create learning design of a course based on LOs and constructive alignment (50%)</p>										
<p>Concept of Learning Design</p>										

<p>What is learning design resource (OU) Students watch a short video / read some content which covers what learning design is:</p> <ul style="list-style-type: none"> • Processes/methodology • Activity types • Student centred • Connect to BDP 	15 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
<p>3.1.1 Creating a vision statement for intended learning design Activity: (estimated timing 35 min). In this three part activity you will be developing a vision statement for your course, reflecting on how your course design will represent this vision statement and sharing your statement and reflections with other course participants in the forum.</p> <p>1. Identify your vision words For the first part of this activity you will be using an interactive Vision Statement Tool that is accessible for English and Chinese language speakers that was created by the Open University. It was designed to stimulate design conversations, and generate a vision statement that will guide design thinking.</p> <ol style="list-style-type: none"> 1. Open the vision statement tool in a new window on your device. 2. Follow the on screen instructions for stages 1-3 to decide on three words you would most like an imaginary student to use to describe the course being designed, when 	35 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert

that student has completed studying it.

2. Turn your words into a vision statement:

Scenario: Imagine a student has finished studying your course and now wants to share their experience with friends or family. The student has put together a brief social media style post (for example a tweet, status update, caption to an image or video) which summarises their experience and what they got out of their time studying.

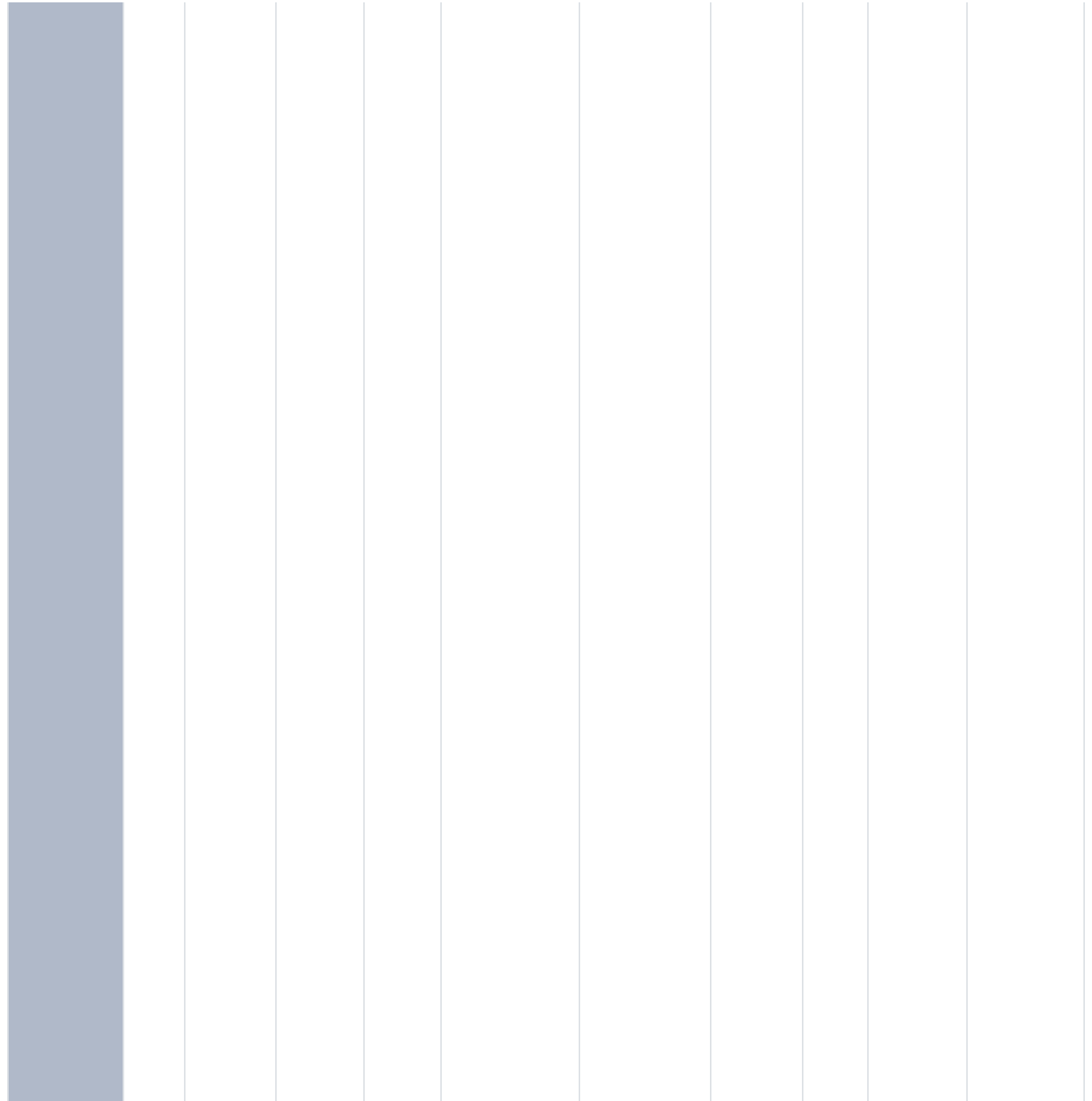
Task: Create a written social media style post which incorporates **the three words you have chosen**.

- It should be no longer than three sentences.
- You do not need to post this on social media.
- You will be sharing your vision statement in this forum but not until you have completed the next reflective section of this activity.

Now you will have a new vision statement which outlines what you hope students will achieve and feel after completing your course. Congratulations!

3. Reflecting on your vision statement:

Reflect on the questions below and capture your reflections. You will be sharing these along with your vision statement in this forum. Your answers don't need to be in full sentences so long as they communicate your ideas clearly.



<p>3.1.2 Reading: how to ideate learning design Activity: (estimated timing: 60 min).</p> <p>The following activity will help you to reflect on and consider the student experience of learning within your course. Your learning design will be improved by considering how to use the resources within the activity in the context of what you are hoping to create as a learning experience.</p> <ol style="list-style-type: none"> 1. Read through each of the linked materials provided. 2. Make notes in response to the following questions: <ul style="list-style-type: none"> ◦ How could you use the linked material in your context? ◦ Which parts of your course are you most likely to change having read through the linked materials? ◦ Which elements of your course design need to be adapted to be more inclusive? 	60 min	Übung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Lehrer
<p>3.1.3 Identify changes you want to make. Activity: (estimated timing: 45 min).</p> <ol style="list-style-type: none"> 1. Identify a problem you might want to address or an element of a learning experience you might want to change. This could be within an existing course that you are involved in or for a new course that you are creating. <p>You may find it helpful to</p>	45 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	3	Summativ	Lehrer, Automatisiert

focus on a small section of learning, for example 1 ECTS (equivalent to 25-30hr of workload or approximately 3 weeks of learning).

1. Create a short summary which explains the area you would like to change or develop and why. You may find it useful to review your reflections from the previous tasks in this topic and from the Innovating T&L strategies (Topic 2).

For example you could submit one of the following:

- Written reflection of no more than 250 words.
- Audio file which is 1-2 minutes long.
- PowerPoint slides. No more than 3 slides

Once you have created your artefact use an accessibility checker to ensure that it is as accessible as it can be. Create a new discussion topic in this forum. Give it a title which links to your course or learning experience. In your post share your reflection alongside with a brief amount of information (no more than 100 words) which contextualises the course or learning experience you are focusing on.

Once you have done this:

1. Go to one of discussion topics created by another course participant, ideally one which hasn't yet received any comments.
2. Use the Peer Review checklist to give some

<p>feedback on their reflection (ideally between 50-200 words).</p> <p>3. Read through any feedback you receive and make note of any changes you might make as a result of it.</p> <p>This activity will support you to start creating design ideas that could be entered in the BDP (as part of future activities in this topic) and reflect on the implications of what you have learnt so far in this and previous topics.</p> <p>Completing this activity: This activity will be marked as complete when you create a discussion topic and share your reflection and provide feedback by replying to another participant.</p>											
Time for reading Topic content	90 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein	
Gesamtarbeitsbelastung der Einheit	4.08h										
BDP Tool											

<p>3.2.1 How to use the BDP tool - advanced (UZ)</p> <p>Video of:</p> <ul style="list-style-type: none"> • How to plan in the BDP tool (10 mins) • How to plan in the BDP tool - update (10 mins) <p>You should already have encountered the BDP tool in other sections of the 'Learning Design in the AI - Era' course. We will be returning to use the BDP to help you to consolidate existing knowledge of the tool and develop your understanding.</p> <p>However, if this is the first time you are seeing information about the BDP do not worry. You can return to earlier sections of the course to help get an overview of how to use the tool to map out your learning designs and then return here for a more detailed explanation of using the tool which will help you with the next tasks.</p> <p>Activity: (estimated timing 40 min).</p> <p>Please watch the videos below. These videos give a more detailed explanation of using the BDP tool. You are encouraged to write notes as you watch.</p>	40 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	Nein		
<p>3.2.2 Turning your thoughts in to a design on BDP - starting your learning design</p> <p>Activity: (estimated timing: 40 min).</p> <p>The purpose of this activity is to clearly identify what you want to start to map in the BDP or what you want to</p>	40 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Lehrer

<p>3.2.3 Turning your thoughts in to a design on BDP - developing topics, units and TLAs</p> <p>Activity: (estimated timing: 90 mins).</p> <p>Thinking about the content you covered in 'Concept of learning design' and identified in part 1 of this task, now it is time to enter the 3 weeks of material (equivalent to 1 ECTS) for your learning design in to the BDP.</p> <p>Completing this activity:</p> <p>Once you have input or updated an existing learning design in the BDP mark this page as complete to indicate you have finished the activity.</p>	90 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Lehrer
<p>3.2.4 How have you approached the learning design of your course?</p> <p>Now that you have had experience of creating a design within the BDP. It is time to think about how you might address the learning design challenge you identified earlier in this unit.</p> <p>Activity: (estimated timing: 60 min).</p> <ol style="list-style-type: none"> 1. Revisit your reflection and the feedback you received from 'How might you approach designing a learning experience' (3.1.3) about areas you might want to improve in an existing or future learning design. 2. Create an artefact which summarises which resources, pedagogies or approaches could be implemented to address the area of change or 	60 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	3	Summativ	Automatisiert

development you identified in 3.1.3.

3. You may want to use the resources from earlier in this module as well as from 'How to ideate learning design' (3.1.2) of this topic and your reflections from task (3.2.3) of entering your design into the BDP.
4. Share this artefact in the forum and provide feedback to another course participant.

The artefact can take whatever form you like. For example you could submit one of the following:

- Written reflection of no more than 250 words.
- Audio file which is 1-2 minutes long.
- PowerPoint slides. No more than 3 slides.

Once you have created your artefact, use an accessibility checker to ensure that it is as accessible as it can be. Then create a new discussion topic in this forum. Give it a title which links to your course or learning experience. In your post share your artefact, a link to your BDP Tool space and some context (no more than 100 words) which summarises the course or learning experience you are focusing on - you could use your reflection from activity 3.2.2 here.

Once you have done this:

1. Go to one of discussion topics created by another course participant, ideally one which hasn't yet

<p>received any comments.</p> <p>2. Use the Peer Review checklist to give some feedback on how they have and planned to use the learning design materials (ideally between 50-200 words).</p> <p>3. Read through any feedback you receive and make note of any changes you might make as a result of it.</p> <p>In your artefact include the link to your BDP design. If you have created an audio file please upload the link to your BDP design in a separate document.</p> <p>Completing this activity: This activity will be marked as complete when you create a discussion topic and share your reflection and provide feedback by replying to another participant.</p>												
<p>Gesamtarbeitsbelastung der Einheit</p>	<p>3.83h</p>											
<p>Design Analytics</p>												
<p>3.2.1 What does the BDP tool show me and why is that useful (UZ) Video: Constructive alignment video (6 mins). Students would be encouraged to write notes to help them remember the important messages from the video.</p>	<p>20 min</p>	<p>Erwerb</p>	<p>Online</p>	<p>Asynchron</p>	<p>Lehrer nicht anwesend</p>	<p>Nein</p>	<p>Nein</p>	<p>Nein</p>	<p>Nein</p>	<p>Nein</p>		
<p>3.3.2 How might the BDP analytics help you to</p>	<p>60 min</p>	<p>Produktion</p>	<p>Online</p>	<p>Asynchron</p>	<p>Lehrer nicht</p>	<p>Nein</p>	<p>Nein</p>	<p>Nein</p>	<p>Nein</p>	<p>1</p>	<p>Formativ</p>	<p>Automatisiert</p>

understand the effectiveness of your design? (OU)

Activity: (estimated timing: 60 min).

For this activity you will be using the BDP analytics pages to review the learning design (3 weeks of course content or 1 ECTS, 25-30hrs) you have entered into the BDP. You might find it helpful to have the [peer assessment checklist](#) open while you complete this activity.

Use the BDP analytics to answer the following questions:

- Does your design follow the principle of constructive alignment (i.e. do the activities sufficiently scaffold the assessments?, are the [learning outcomes](#) being assessed?) If not what would you need to change?
- Is there a balance of activity types across the learning journey?
- Are there any other areas that are highlighted by the analytics that you may want to look into or address?

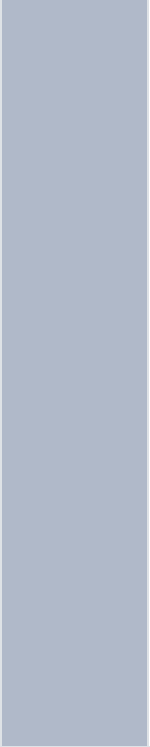
You can present your answers however you like. For example you could submit one of the following:

- Written reflection of no more than 250 words.
- Audio file which is 1-2 minutes long.
- PowerPoint slides. No more than 3 slides.

anwesend

<p>3.3.3 Adapt your learning design (part 1)</p> <p>This is the first part of the two final tasks where you will be applying what you have learnt from this section of the MOOC and adapting your learning design. In part 2 you will be sharing your artefact and hearing from others how they have found this process.</p> <p>Activity: (estimated timing: 60 min).</p> <ol style="list-style-type: none"> 1. Drawing on your reflections from 'Activity 3.1.3: Identify changes you want to make' and 'Activity 3.2.4: Planning to update the learning design of your course' and 'Activity 3.3.2: How might the BDP analytics help you to understand the effectiveness of your design?' make changes in the BDP which address the challenges you have identified. 2. Create an artefact of your choice which summarises the changes you have made and links them, where appropriate to the pedagogical decisions or teaching approaches you encountered within this MOOC. <p>Completing this activity: Mark this activity as complete and move on to part 2 to share your artefact, receive feedback from other participants on the course and hear how they have found this process.</p>	60 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	0	Summativ	Automatisiert
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<p>3.3.4 Adapt your learning design (part 2)</p> <p>This is an assessment activity. You will need to complete this in order to pass the course.</p> <p>Activity: (estimated timing: 45 min).</p> <p>You may find it helpful to have the peer assessment checklist for this activity open while you work through it.</p> <p>To complete the second part of this activity and finish the Learning Design unit you need to:</p> <ol style="list-style-type: none"> 1. In the forum create a new discussion topic. Give it a title which links to your course or learning experience. 2. In your post share the artefact you made in part 1 of this activity alongside with a brief amount of information which contextualises the course or learning experience you are focusing on and any reflections you have on the process of making changes using the BDP and your learnings from the module so far (no more than 250 words). Make sure to include a link to your BDP design. <p>Once you have done this:</p> <ol style="list-style-type: none"> 1. Go to one of discussion topics created by another course participant, ideally one which hasn't yet received any comments. 2. Use the peer assessment checklist to give some feedback on their reflection (ideally between 50-200 words). 	45 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	8	Summativ	Lehrer
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<p>3. Read through any feedback you receive and make note of anything useful or interesting.</p> <p>1. Read through the posts shared by other course participants. Capture anything interesting in your notes (this may include approaches to teaching that you find interesting) or, if you feel comfortable, comment on posts where you notice similarities with your design approach or any ideas you may like to explore further.</p> <p>Completing this activity: This activity will be marked as complete when you create a discussion topic, share your artefact and provide feedback by replying to another participant.</p>	
<p>Gesamtarbeitsbelastung der Einheit</p>	<p>3.08h</p>
<p>Implementation, Evaluation & Learning Analytics</p> <p>Orchestrate learning design (developing content and LMS activities based on learning design) (60%), Use learning analytics, especially design analytics, to upgrade course(s) (50%), Self-evaluate the implementation of own course(s) (65%)</p>	

Learning Analytics in Monitoring and Evaluation												
<p>Problem based learning - case analysis This task is utilising problem based learning approach. Learners are asked to analyse and come up with solutions to a problem case in the context of Higher education course development and implementation.</p>	180 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Kollege	Ja	3	Formativ	Automatisiert
<p>Making use of learning analytics (LA) in a classroom Watching a video on pedagogical uses of LA. The video will discuss LA from a teachers perspective highlighting importance of pedagogical approaches, possibilities and limitations of LA use in a classroom.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	15 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	0	Formativ	Automatisiert

<p>Learning about learning analytics (LA) In this part you will familiarize with the concept of learning analytics (LA) and it's pedagogical uses. The provided materials help to explore LA use from perspectives of teachers and educational designers, and highlights importance of pedagogical approaches, possibilities and limitations of LA use to support course development, teaching and learners in a classroom.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	90 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert
<p>Forum post reflection Forum post reflection based on the watched videos and helping to interpret the information in your own context.</p>	30 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	2	Formativ	Automatisiert
<p>Applying learning analytics (LA) in an ethical way Watching a video on LA ethics. The video will emphasize ethical issues that might emerge in data and algorithm use withing LA. The video will raise learners awareness of common ethical issues with LA in the classrooms as well as present current approaches to address those challenges.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	45 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	0	Formativ	Automatisiert

<p>Using learning analytics (LA) in ethical way in own course Forum post reflection based on the watched videos and helping to interpret the information in your own context.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	30 min	Diskussion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Ja	2	Formativ	Automatisiert
Gesamtarbeitsbelastung der Einheit	6.5h											
Scaffolding of LD in an LMS												
<p>Learning design implementation Reading activity on selected articles which will help you to think about course implementation and student outcomes.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	180 min	Untersuchung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert
<p>Upgrading own course implementation Reflection on the previous reading activity with the focus on own context.</p>	60 min	Produktion	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	2	Formativ	Automatisiert
<p>Transferring learning design to Moodle Transferring your design to learning management system.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	90 min	Übung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert

Gesamtarbeitsbelastung der Einheit	5.5h												
Self-Assessment of LD Orchestration													
<p>Self-assessment</p> <p>In this activity you will be asked to summarize the insights you gained and applied so far.</p>	120 min	Bewertung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein		Lehrer	Ja	8	Summativ	Selbst
Gesamtarbeitsbelastung der Einheit	2h												
<p>AI Opportunities & Risks</p> <p>Implement innovative pedagogies in HE teaching and learning (TL) (30%), Orchestrate learning design (developing content and LMS activities based on learning design) (20%), Meaningfully apply contemporary technologies and AI in TL (80%), Use learning analytics, especially design analytics, to upgrade course(s) (10%), Self-evaluate the implementation of own course(s) (10%)</p>													
AI applications in education													

<p>Reading: AI-based learning scenarios (OU) Learners read a short material with a few examples of the AI-based learning scenarios in several different higher education courses.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	30 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert
<p>Video: AI in learning analytics Learners watch a video, read a latest paper or the latest report on AI in learning analytics. The video covers the topics related to the relationship between AI and LA, trustworthy LA and AI algorithms. Examples will be provided, including a list of research papers.</p> <p>TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.</p>	45 min	Erwerb	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert
<p>Reviewing AI-generated content Learners read materials related to learning analytics and AI and take notes. After that, they read a short briefing note and listen to a podcast based on these materials, generated by AI, and compare with their notes.</p>	45 min	Übung	Online	Asynchron	Lehrer nicht anwesend	Nein	Nein	Nein	Nein	1	Formativ	Automatisiert

