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 emphasies learning design, learning analytics and AI in education, but also covers basic topics including learning outcomes, constructive alignment, course delivery in learning management systems.

Workload in hours: 60

Number of learners: 100

Mode of delivery: Online

Status: IN PLANNING

Course public access: Public

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Course learning outcome	Level	Weight
Implement innovative pedagogies in HE teaching and learning (TL)	Applying	18
Create learning design of a course based on LOs and constructive alignment	Creating	30
Use learning analytics, especially design analytics, to upgrade course(s)	Evaluating	18
Meaningfully apply contemporary technologies and AI in TL	Analysing	12
Orchestrate learning design (developing content and LMS activities based on learning design)	Applying	12
Self-evaluate the implementation of own course(s)	Evaluating	10
		Total weight: 100

Topic / Unit name	Workload	Learning type	Mode of delivery	Groups	Collaboration	Feedback	Mandatory activity	Assessment		
								Points	Type	Providers

Introduction to the course 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%)**												
Introductory notes												
Introductory survey Learners take part in an introductory survey focused on their pre-knowledge. POINT IF FILLED IN	15 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
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.	15 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
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 asynchrounous delivery, and further discussion will be enabled in the discussion forum. MARK AS COMPLETE IF: participated live or watched the recording	30 min	Discussion	Online	Synchronous	Teacher present	No	No	Teacher, Peer	No	1	Formative	Automated

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: • Guidance about creating an account (2 mins) • How to open a course (10 mins). **TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE.** **TO DISCUSS: SHOULD WE GIVE POINTS AUTOMATICALLY FOR ACTIVITIES MARKED AS COMPLETED?**	90 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Total unit workload	2.5h											
Learning Outcomes & Constructive Alignment Create learning design of a course based on LOs and constructive alignment (**30%)**												
Learning Theories												
Orientation: Video on learning theories Video on major learning theories.	20 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
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.	30 min	Discussion	Online	Asynchronous	Teacher not present	No	Yes	Teacher, Peer	No	No		

Investigation: Independent research Learners independently investigate learning theories to answer the chosen reseach question.	90 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	No		
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. **TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. FOR THEIR FORUM ENTRY, THEY GET A POINT.**	90 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	Yes	2	Formative	Peer
Total unit workload	3.83h											
Learning Outcomes - Definition & Prioritization												
Orientation: Quiz on learning outcomes Learners take a quiz related to learning outcomes.	10 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	No	2	Formative	Automated
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.	30 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
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	Investigation	Online	Asynchronous	Teacher not present	No	Yes	No	No	No		

Quiz on prioritization of learnign outcomes Learners take a quiz related to the prioritization of learning outcomes, based on previous reading.	10 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	No	2	Formative	Automated
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	Production	Online	Asynchronous	Teacher not present	No	No	No	No	No		
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	Discussion	Online	Asynchronous	Teacher present	No	No	Teacher, Peer	Yes	3	Summative	Peer
Total unit workload	3.66h											
Constructive Alignment												
Orientation: Discussion on constructive alignment Learners analyse two case studies with examples of well or not-so-well established constructive alignment and discuss.	20 min	Discussion	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	No	No		
Orientation: Video on constructive alignment Learners watch a video on constructive alignment.	20 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		

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.	20 min	Practice	Online	Asynchronous	Teacher not present	No	No	No	No	No		
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. **FOR A FORUM ENTRY, THEY GET A POINT.**	30 min	Investigation	Online	Asynchronous	Teacher not present	No	Yes	Teacher, Peer	No	1	Formative	Peer
Investigation: Independent research Learners independently investigate constructive alignment to answer the chosen reseach question.	60 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	No		
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. **FOR THEIR FORUM ENTRY, LEARNERS GET POINTS.**	45 min	Practice	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	No	2	Formative	Teacher
Total unit workload	3.25h											
Assessment Design												

Orientation: Problems in assessment Learners discuss problems in assessment.	20 min	Discussion	Online	Asynchronous	Teacher not present	No	No	Peer	No	No		
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.	30 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Conceptualization: Research questions on assessment Learners propose research questions based on their problems in assessment and the reading material.	30 min	Investigation	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	No	No		
Investigation: Independent research Learners independently investigate assessment to answer the chosen reseach question.	90 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Conclusion & discussion Learners submit a link to their BDP design with a revised example of constructive alignemnt (learning outcome - TLAs - assessment), with an emphasis on assesment. TEACHER ASSESSMENT	45 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	Yes	8	Summative	Peer, Teacher
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.	10 min	Discussion	Online	Asynchronous	Teacher not present	No	No	No	Yes	No		
Total unit workload	3.75h											

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%)**										
Unit 1 (Innovative teaching): PREPARE										
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	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No

Interactive Objects (LernBar - Scorm): Diving deeper into the authentic learning scenarios 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. Authentic learning scenarios: • 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)** **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.** **ALTERNATIVE:** **points from quizzes integrated in the interactive material**	30 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	Yes	1	Formative	Automated

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 achive a beter and deeper understanding of the topic and foster a more engaged and motivated approach to their education. **Can be combined with Lernbar** 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. 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).	20 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	Yes	3	Formative	Teacher
Reading: Implementation of innovative authentic learning scenarios (LernBar - Scorm) Learners are provided with reading materials related to the definition and significance of selected authentic learning scenarios. In addition to the recommended articles*, they will be encouraged to further explore the authentic learning scenarios they wish to implement in their teaching. *The recommended articles offer guidelines for implementing various learning scenarios in virtual and blended learning environments within higher education.	45 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	No		

Case Study - implementation of an authentic learning scenario Learners are encuraged to search for the case study presenting successful implementation of authentic learning scenario. Learners needs to analyze the structure, characteristics, advantages and disadvantages of the selected authentic learning scenario. Resources for learners are scientific literature, internet, youtube, slides, documents, and recommendated articles.	60 min	Investigation	Online	Asynchronous	Teacher not present	Yes	Yes	Peer	No	No		
Total unit workload	2.75h											
Unit 1 (Innovative teaching): ENGAGE												
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. 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. **Learners who post their experiences in the forum and respond to at least two peers will get a point.** CHANGE: It's a quiz, not a forum. 2 points.	30 min	Discussion	Online	Asynchronous	Teacher not present	No	No	Peer	No	2	Formative	Automated

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: • Title: • Audience: • Selected Learning scenario: • Methods and digital Tools: • Assessments : • Benefits: • Challenges: 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.	60 min	Production	Online	Asynchronous	Teacher not present	No	No	No	Yes	No		
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. Graded in Moodle under GRADING.	30 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Peer	Yes	5	Summative	Peer

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. 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.	45 min	Discussion	Online	Synchronous	Teacher present	No	Yes	Peer, Teacher	No	0	Formative	Peer
Total unit workload	2.75h											
Unit 2 (Learning Strategies): PREPARE												
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 implementated in virtual learning design.	60 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	No		

Exploring Specific Learning Strategies (LernBar - Scorm) Learners are provided with short videos (5-10 minutes long) along with other learning activites which explain specific strategies: • Cognitive strategies (Oulu) • Metacognitive strategies (Video, Podcast) (GU) • Collaborative learning (SOM) • Learning motivation (GU) The purpose of the activity is for participants to actively and independently engage with the different learning strategies and motivational aspects. **To verify completion of this learning activity, learners need to mark "ACTIVITY COMPLETED". Learners will get a point for completed activity.**	20 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	Yes	1	Formative	Automated
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 achive a better and deeper understanding of the topic.	10 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Automated	Yes	3	Formative	Automated

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. 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.	15 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Case studies Learners should search for case studies showcasing successful implementation of various learning strategy. The resources for searching case studies include Internet, written case studies and video examples. **To verify completion of this learning activity, learners need to mark "ACTIVITY COMPLETED" for analyzed videos. Learners will get a point for completed activity.**	45 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Total unit workload	2.5h											
Unit 2 (Learning Strategies): ENGAGE												

Presenting the case studies and discussion (Forum) Learners engage in forum's discussions about applying a chosen learning strategy to selected case studies. 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. At the end of the session, a learners should have a reflective discussion on the overall activity. Prompt questions could include: • What did you learn from the different presentations and discussions? • How can you apply these insights to your own learning design and teaching practice? **Learners who post their experiences in the forum and respond to at least two peers will get a point.**	45 min	Discussion	Online	Asynchronous	Teacher not present	Yes	Yes	Peer	No	1	Formative	Teacher
Learning Motivation Through discussion learners collect factors that inhibit or promote the motivation of learners and teachers on a concept board. This activity will activate the learners in a collaborative task. All learners can contribute their own teaching (and learning) experiences to the collaborative result.	20 min	Discussion	Online	Asynchronous	Teacher not present	Yes	Yes	Peer	No	No		

Wiki: Revision of the learning design drafts Learners upgrade their LD Drafts and add options to the wiki • how the motivation of learners can be promoted • how cognitive and metacognitive learning strategies can be promoted 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. The teacher checks the redesign in the wiki history. Graded in Moodle under GRADING.	30 min	Production	Online	Asynchronous	Teacher not present	No	No	No	Yes	5	Summative	Teacher
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. 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.	45 min	Discussion	Online	Synchronous	Teacher present	No	Yes	Peer, Teacher	No	No		
Total unit workload	2.33h											

Learning Design Orchestrate learning design (developing content and LMS activities based on learning design) (**20%),** Implement innovative pedagogies in HE teaching and learning (TL) (**30%),** 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%)**										
Concept of Learning Design										
What is learning design resource (OU) Students watch a short video / read some content which covers what learning design is: • Processes/methodology • Activity types • Student centred • Connect to BDP	15 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No

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. **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. 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 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.	35 min	Production	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated

- 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.

- What implications does your vision statement have for your course design plans?
- How will you design your course to encourage your students to describe it in this way?

Completing this activity:

This activity will be marked as complete when you have replied to this post with your social media style vision statement and answers to the reflective questions to the forum.

Once you have done this you can read through the vision statements shared by other participants. You can reply if you wish but this isn't required to complete this task.

3.1.2 Reading: how to ideate learning design **Activity: (estimated timing: 60 min).** 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. 1. Read through each of the linked materials provided. 2. Make notes in response to the following questions: ◦ 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	Practice	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Teacher

3.1.3 Identify changes you want to make. **Activity: (estimated timing: 45 min).** 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. You may find it helpful to 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.	45 min	Production	Online	Asynchronous	Teacher not present	No	No	No	Yes	3	Summative	Teacher, Automated

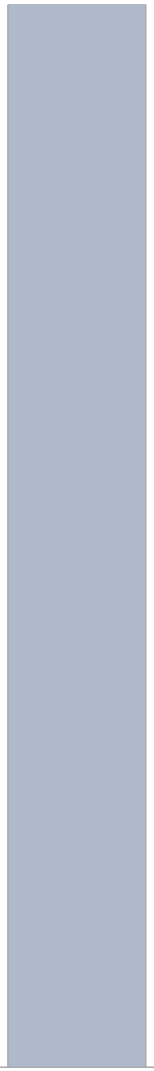
Once you have done this: 1. Go to one of discussion topics created by another course participant, ideally one which hasn't yet received any comments. 2. Use the Peer Review checklist to give some feedback on their reflection (ideally between 50-200 words). 3. Read through any feedback you receieve and make note of any changes you might make as a result of it. 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. **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.												
Time for reading Topic content	90 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Total unit workload	4.08h											
BDP Tool												

3.2.1 How to use the BDP tool - advanced (UZ) Video of: • How to plan in the BDP tool (10 mins) • How to plan in the BDP tool - update (10 mins) 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. 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. **Activity**: (estimated timing 40 min). 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.	40 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No

3.2.2 Turning your thoughts in to a design on BDP - starting your learning design **Activity**: **(estimated timing: 40 min).** The purpose of this activity is to clearly identify what you want to start to map in the BDP or what you want to develop if it already exists in the tool. You can choose to develop the existing design you entered in the BDP (in earlier Topics) and consider what changes you might want to make. Or you could pick a new section of an existing or hypothetical course to enter into the BDP for the next few tasks of the current topic. Activity Instructions: 1. Identify/select at least 3 weeks or at least 1 ECTS (25-30hrs) of learning to input into the BDP. If you are using an existing course you can choose whichever 3 weeks you like. However, it must include at least one summative assessment point (you can use content entered into the tool during Topic 2 if you want to). The weeks don't need to be sequential but should support the completion of a summative assessment. 2. Reflect on the following question and record your reflections in whatever way works best for you. • Why have you identified these weeks or areas of study for development? You may want to look back at your reflections from 'How might you approach designing a learning experience?' **Activity completion** Once you have completed your reflection mark this activity as complete and progress to the next section in this unit.	40 min	Production	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Teacher

3.2.3 Turning your thoughts in to a design on BDP - developing topics, units and TLAs **Activity: (estimated timing: 90 mins).** 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. **Completing this activity:** 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.	90 min	Production	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Teacher

3.2.4 How have you approached the learning design of your course? 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. **Activity: (estimated timing: 60 min).** 1. Revisit your reflection and the feedback you receieved 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 an artefact which summarises which resources, pedagogies or approaches could be implemented to address the area of change or 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 artefect 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	60 min	Production	Online	Asynchronous	Teacher not present	No	No	No	Yes	3	Summative	Automated

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 received any comments. 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). 3. Read through any feedback you receieve and make note of any changes you might make as a result of it. 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. **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.	
Total unit workload	3.83h
Design Analytics	

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.	20 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	No

3.3.2 How might the BDP analytics help you to 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.	60 min	Production	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated

3.3.3 Adapt your learning design (part 1) 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. **Activity: (estimated timing: 60 min).** 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. **Completing this activity:** Mark this activity as complete and move on to part 2 to share your artefact, receieve feedback from other participants on the course and hear how they have found this process.	60 min	Production	Online	Asynchronous	Teacher not present	No	No	No	Yes	0	Summative	Automated

3.3.4 Adapt your learning design (part 2) This is an assessment activity. You will need to complete this in order to pass the course. **Activity: (estimated timing: 45 min).** You may find it helpful to have the peer assessment checklist for this activity open while you work through it. To complete the second part of this activity and finish the Learning Design unit you need to: 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. 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 assessment checklist to give some feedback on their reflection (ideally between 50-200 words). 3. Read through any feedback you receive and make note of anything useful or interesting. 1. Read through the posts shared by other course	45 min	Production	Online	Asynchronous	Teacher not present	No	No	No	Yes	8	Summative	Teacher

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. **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.												
Total unit workload	3.08h											
Implementation, Evaluation & Learning Analytics 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%)**												
Learning Analytics in Monitoring and Evaluation												
Problem based learning - case analysis This task is utilising problem based learning aproach. Learners are asked to analyse and come up with solutions to a problem case in the context of Higher education course development and implementation.	180 min	Investigation	Online	Asynchronous	Teacher not present	No	No	Peer	Yes	3	Formative	Automated

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 apporaches, posibilties and limitations of LA use in a classroom. TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.	15 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	0	Formative	Automated
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. TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.	90 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Forum post reflection Forum post reflection based on the watched videos and helping to interpret the information in your own context.	30 min	Discussion	Online	Asynchronous	Teacher not present	No	No	No	No	2	Formative	Automated

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. TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.	45 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	0	Formative	Automated
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. TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.	30 min	Discussion	Online	Asynchronous	Teacher not present	No	No	No	Yes	2	Formative	Automated
Total unit workload	6.5h											
Scaffolding of LD in an LMS												
Learning design implementation Reading activity on selected articles which will help you to think about course implementation and student outcomes. TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.	180 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Upgrading own course implementation Reflection on the previous reading activity with the focus on own context.	60 min	Production	Online	Asynchronous	Teacher not present	No	No	No	No	2	Formative	Automated

Transferring learning design to Moodle Transferring your design to learning management system. TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.	90 min	Practice	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Total unit workload	5.5h											
Self-Assessment of LD Orchestration												
Self-assessment In this activity you will be asked to summarize the insights you gained and applied so far.	120 min	Assessment	Online	Asynchronous	Teacher not present	No	No	Teacher	Yes	8	Summative	Self
Total unit workload	2h											
AI Opportunities & Risks 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%)**												
AI applications in education												

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. **TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.**	30 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
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. **TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.**	45 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
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.	45 min	Practice	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated

Video: AI in assessment (OU) Learners watch a video on AI in assessment. The video will highlight how AI-powered tools can be used in formative and summative assessment, including automated grading, adaptive testing, and personalized feedback. **TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.**	45 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Video: AI risks Learners watch a video on risk of using AI in education. It will highlight issues related to ethics (privacy-related issues & plagairism-related issues), data preparation and fairness of algortihms, preventing possible bias, as well as interpretation. **TO VERIFY COMPLETION, LEARNERS SHOULD MARK "ACTIVITY COMPLETED" IN MOODLE. THEY GET A POINT.**	20 min	Acquisition	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Total unit workload	3.08h											
Investigation with AI about AI												
Investigation with AI After exploring the materials in the previous units, learners reflect on the topics and choose the one they find the most important for their teaching practice. They write the topic in a forum and investigate the chosen topic. They prepare a list of references and share it in the forum. FOR A FORUM ENTRY; THEY GET A POINT.	120 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated

Essay: Applying the findings in practice Learners write a 2-page essay. They should (1) reflect on the findings of their investigation, (2) critically review and comment on thier work with genAI, and (3) discuss how they can apply the findings of the investigation in their teaching practice. They upgrade learning designs in the BDP tool in line with the findings, as appropriate.	90 min	Production	Online	Asynchronous	Teacher not present	No	No	Teacher, Peer	Yes	10	Summative	Teacher, Peer, Automated, Other
Total unit workload	3.5h											
Wrap up Self-evaluate the implementation of own course(s) (**10%)**												
Course evaluation												
Survey Participants take part in a survey to provide feedback on the satisfaction with the course and the self-assessment of the acquisition of LOs and their own practice. The results will be used for further improvement of the course.	20 min	Investigation	Online	Asynchronous	Teacher not present	No	No	No	No	1	Formative	Automated
Certificates Participants are awarded with certificates for the completion of the course.	10 min	Production	Online	Asynchronous	Teacher not present	No	No	No	No	No		
Total unit workload	0.5h											
Total course workload	**59.41h**											