

## OULDI-JISC Project

### Narrative 26

Ingrid Sapire works in Maths Teacher Education in SAIDE. She is involved in the evaluation of a teacher development project called DIPIP (Data Informed Practice Improvement Project). As part of the project, she (as part of a team) is developing a module for based on some of the learning experiences from the DIPIP project. The material the team produces will be presented as online material.

Ingrid participated in an OULDI/Carpe Diem learning design workshop run from 19th-30th March 2012. She worked together with Tessa Welch, representing the Assessment for Learning course which is part of the DIPIP project. During the workshop, Ingrid and her team were given the opportunity to explore a range of tools including the OULDI Course Features, Course Map, and Activity Profile, and the Carpe Diem Storyboard, OER Resource Audit and Development of E-tivity.

Print was the main mode of delivery for SAIDE's distance programmes until 2009. Since then SAIDE has gone for online delivery. Ingrid's intention for taking part in the workshop was to learn how to transform the paper-based Assessment for Learning course into an interactive online course delivered via the Moodle VLE. Ingrid felt that she had achieved this purpose by participating in the workshop, as she concluded:

*"I think what we've been able to learn here are the features that can be catered for using Moodle, so that has been really useful to us."*

The e-tivity framework was found very useful by Ingrid. She could see it fitting nicely in her online course design, as she noted:

*"I think the specifications for what you called the e-tivity were even tighter [working in online courses]. I think that's very helpful because that e-type of instruction is actually very useful for students working independently."*

Ingrid felt that all the tools introduced in the workshop very useful. Using different tools together enabled her and the team to reflect and refine their design. For example, the Course Features activity allowed them to choose the features for their course. By doing the Course Map activity the team was forced to interpret those features. Then doing the Storyboard helped them to elaborate their design in much more detail. She explained the process as follows:

*"...On the Linoit we had to choose features for our course... So interpreting what those stikies meant because we had to do that when we put them to the course map. It enabled us to specify what we really wanted... getting into the storyboard would help us to sort that out in much more detail."*

The tools also enabled Ingrid and her team to challenge their initial design. For example, the Course Map tool enabled them to identify a gap in their initial design. The team realised that they needed to bring more interactive and collaborative elements into their course design. Ingrid explained how her use of the tools informed the change to their design as follows:

*“I like the format of the Course Map. It was when we were completing the course map that we thought in more detail about the different elements of the course, the forums, blogs...”*

*“We could rather develop a journal or blog which the students taking part in the course could follow... Then we also had an idea that for each unit we should have at least one more general question which could be addressed in the forum discussion asynchronously, a forum discussion where more of the people participate and that could be used by the course leader to ascertain whether or not people taking the course understood the content.”*

Ingrid concluded that the presentation of their Moodle course would have been no different from the way it would have been in print-based format if she were not introduced to the tools. The team had now decided to incorporate the new design requirements into the design.

Another tool Ingrid found very useful was Linoit. Although she has not come up with a concrete idea about how to use it, she found that the collaborative and visual nature of Linoit made it an extremely useful tool for people to work together online in groups. Ingrid felt that Linoit lent itself to online learning. She described her experience with Linoit as follows:

*“It’s quite interesting that we could work on it together. You put a little [sticky] on, I put a little [sticky] on. We did that, so that’s very efficient. And it’s fun to do.”*

*“We haven’t had a chance to talk about it, but we possibly could incorporate an activity [in Linoit] because if you’re going to do something online it’s nice to use a tool like that, you know, the colour is really nice. It’s just a bit of change, and the little stickies.”*

Examples in Figure 1 and 2 below demonstrate the ways in which Ingrid and her team used the Course Map and Storyboard tools to provide alternative representations of their course design.

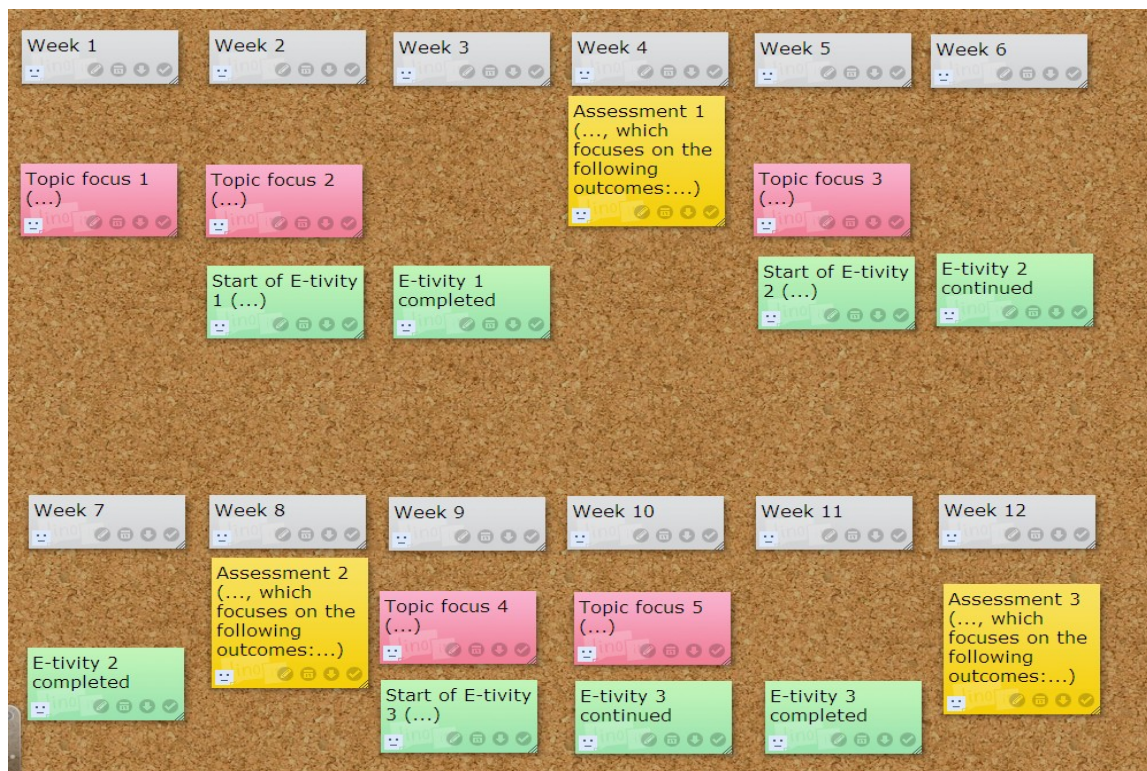
**At a glance' Course Map**

(Some cells in this worksheet are protected. To unprotect them click on Tools-Protection-Unprotect worksheet. No password is required)

Course/ module title:

Guidance and Support		Content and Experience	
Tools and resources	Roles and relationships	Tools and Resources	Roles and relationships
1. <i>guided learning pathway - guided in that the module is planned so that related concepts build up</i> 2. <i>scaffolded learning - activities must be structured in such a way that they enable readers to work through them</i> 3. <i>peer support - links to the collaboration and PLC - readers encouraged to work with peers to support them and be supported</i> 4. <i>provide broad structure for how to use this course in a PLC; as individuals and individual course with assessment</i> 5. <i>this is not a course - but course materials</i> 6. <i>target audience - primary audience</i>		1. <i>authentic - using actual classroom materials - real things that a teacher could relate to</i> 2. <i>research based - linked to authentic - but also that it offers learning coming out of a research project</i> 3. <i>practice based - forward looking - requires teachers to try things out in own classes</i> 4. <i>theory based - base established at outset - then deepened later in the course</i> 5. <i>enquiry based - building the capacity for practice based enquiry - same idea and follow</i>	
Reflection and Demonstration		Communication and Collaboration	
Tools and resources	Roles and relationships	Tools and resources	Roles and relationships
1. <i>self assessment - activities (content, reflection) allow opportunities for self assessment of grasp of unfolding course offering</i> 2. <i>reflective log/blog - activities (ongoing reflection and conversation) allow opportunities to reflect on course material and demonstrate understanding</i> 3. 4. 5. 6. 7. 8. 9.	mm	1. <i>conversational - understood to mean a style of writing... question this. promote with style</i> 2. <i>professional community - research took place in PLC context; materials teach potential of PLC; materials offer something that could be used in a PLC</i> 3. <i>collaborative - if running the course - set an activity that requires PLC to plan together - optional - have an icon to get to this</i> 4. <i>debate - can take place in PLC/forum - set activities for this purpose</i> 5. <i>forum discussion - per unit - design pose a question - pull together</i>	mm

**Figure 1: Course Map**



**Figure 2: Storyboard**

One feature that Ingrid liked about the workshop was the combination of In-Session work (synchronous activities in Blackboard Collaborate) and Out-of-Session work (synchronous

and asynchronous activities in face-to-face meetings, Moodle and other tools). She summarised her experience as follows:

*“I think the balance was very good. And I think the asynchronous discussions were vital because in those sessions, one definitely deeply understood and applied what you had learned in the lesson in the in-session discussion... I definitely feel there wasn't an overloading on out-of-session discussion in relation to in-session discussion, and that in-session discussion had fed into what we have to do on our own afterwards.”*

The facilitation, organisation and structure of the workshop were highly appreciated by Ingrid, as she put it:

*“I really think it was well-planned on your side, very clearly specified. You gave the time for the synchronous and asynchronous discussions. You outlined that there would be activities. Your time allocations for the activities were totally adequate...I found the facilitation was excellent, well supported. The tools worked well. I thought it went very well.”*

One aspect of the workshop that could be improved in the future was that the tools or activities did not allow the participants to think and analyse more deeply in the intended audience that their courses targeted on. This is particularly important in South African context, as Ingrid specified:

*“One thing which we thought was quite important, and it wasn't explicit, but it was implied, was the idea of the intended audience for the course. Especially in South Africa, we may be very much aware of that because the audience determines the way in which the style of writing... because they can be so different and their needs can be so different.”*

The Course Map enabled the participants to touch on that area to some extent, but the intended audience was not addressed explicitly in the design process. For that reason, Ingrid thought that this element should be covered in future workshops.

Overall, Ingrid felt participating in the workshop valuable and rewarding. She concluded her experience as follows:

*“It's been a really useful thing to add to my general knowledge of course design... Thank you very much for enabling me to participate!”*

*This narrative is one of a series of case studies published by the OULDI-JISC Project between 2011-2012. For further details visit the project website at: <http://oualdi.open.ac.uk/>*