



Learning Design external offer

Introduction

The Open University has followed a standardised methodology for Learning Design for 10 years.

This approach was developed by a team of experts as part of a JISC-funded project and has evolved over time to incorporate research from Open University academics and now comprises a full end-to-end design and evaluation process used for all new Open University curriculum.

What is Learning Design?

Learning Design is a structured design, specification and review process. It is supported by a simple set of tools and resources that enable a student-activity based approach that puts student experience at the heart of the curriculum design and production process.

The Open University approach to Learning Design is characterised by three principles:

1. Mechanisms to encourage design conversations across disciplines and expert roles
2. The use of tools and instruments as a means of describing and sharing designs
3. The strategic use of information and data to inform and guide the decision making process, at the point when decisions are being made

Our team of Learning Designers is an experienced team who advise and support over 40 new module teams at The Open University each year, using tried and tested tools and resources with each team. In addition, we have experience of providing this support to a number of external HE and corporate clients and can tailor our provision to your context to ensure you get maximum value for money from working with us. There is more detail in the rest of this brochure on the workshops we can offer you and we are always happy to discuss your particular context and tailor these for your specific needs.



Learning Design external offer

What do we offer externally

We have three distinct workshops we can run for clients, and we can also deliver bespoke sessions if none of these quite hit the mark. Below is a summary of the standard workshops, which are described in more depth on the subsequent pages.

- **Learning Design workshop**

- This will use our core OU workshop techniques to help you map out and design your curriculum at a high level and to develop profiles of your learners. In doing this, your staff will engage in active participation in typical OU Learning Design workshop approaches, facilitated by a fully-trained OU Learning Designer.

- **Train the trainer**

- This workshop is similar to the first but will include key points during the workshop to act as training for your staff and provide them with a hands-on opportunity to develop themselves as Learning Design workshop facilitators within your context.

- **Evaluation using data**

- This uses our research-based Analytics4Action framework as a model for you to start to use learning analytics to inform evidence-based changes to live curriculum.

Each of the workshops above can be customised to suit your context, and your Learning Designer will work with you to agree the plan for the workshop.

In addition to the above, we can also offer an expert review. This can either be based on a review of the learning design of your course/programme, or a more detailed review using learning analytics if you are able to provide us with access to the necessary data.



Example LD Workshop

Venue	TBC
Date	tbc
Time	10am start

Aims

The key aim for the workshop is to develop the structure of the overall design of the online course to be developed.

Outputs

- **A design plan** for the new course which is informed by demographic, outcome, satisfaction and learning design considerations.
- **A set of completed design templates** to act as input of further design of the course, including activity design templates, student profiles and next steps.

Resources

Typically we would ask you to provide any relevant student demographic, learning outcomes or course data relevant to your context.

The Open University team will provide

- **1-2 expert facilitators** depending on cohort size and session requirements
- **OU Learning Design resources and tools**

Workshop plan



Duration	Activity	Resources	Output
Day 1			
10:00-10:15 15 minutes	1. Introduction to the session. Participants, tools and objectives setting.	Pens and paper	Group and personal objectives
10:15-11:00 45 minutes	2. Develop student profiles based on demographic data	Student profile templates	Completed student profiles
11:00-12:00 60 minutes	3. Articulate skills to be developed	Post-its + pens	List of skills to be developed
12:00 – 13:00 60 minutes	Lunch break		
13:00 – 14:00 60 minutes	4. Design challenges. Consider the design context, and explore which 'design challenges' the online course/s need to address. We will consider for example student expectations, and experience, course topics and themes, design team skills, retention, achievement and progression targets etc.	Sticky wall + A5 cards	Clustered design challenges
14:00-14:30 30 minutes	5. Activity Profile – decide on the mix of activity types for the module	Activity profile templates	Agreed activity profile
14:30-14:45	Coffee break		
14:45-15:45 60 minutes	6. Detailed activity design. Devise a set of sample activities using the activity design templates provided, drawing on the Activity Planner categories.	Activity design templates	Completed activity design templates
15:45-16:45 60 minutes	7. Course structure – devise the structure and sequence of the course in terms of topics, assessments, and activities	Activity Planner templates	Draft course structure
16:45-17:15	8. Next steps. Reflect back on workshop objectives, and identify areas for action or further investigation.		Next steps plan



Train the trainer

Venue TBC

Date tbc

Time tbc

Aims

A broader, customisable workshop aimed at developing skills amongst staff and awareness of Learning Design approaches

Outputs

Some of the typical outputs from this session would include:

- **Staff familiarised in Learning Design** through active participation in typical OU Learning Design workshop approaches.
- **Example student profiles** based around your students.
- **Example activity designs** based around your content.

Resources

Typically we would ask you to provide any relevant student demographic, learning outcomes or course data relevant to your context.

The Open University team will provide

- **1-2 expert facilitators** depending on cohort size and session requirements
- **Learning Design resources and tools**

Train the trainer workshop plan



Duration	Activity	Resources	Output
Day 1			
10:00-10:15 15 minutes	1. Introduction to the session. Participants, tools and objectives setting.	Pens and paper	Group and personal objectives
10:15-11:00 45 minutes	2. Creating student profiles Explain how we use learning analytics data. Provide example student profiles. Develop a set of detailed, valid and reliable student profiles using any demographic data available. Stress importance of creating an “individual”. Discuss how this activity supports design of learning materials.	Student profile templates	Completed student profiles
11:00-11:30 30 minutes	3. Design challenges Consider the design context, and explore which pedagogic ‘design challenges’ exist in your context.	Post-its + pens	Shared understanding of design challenges
11:30-11:45 15 minutes	Coffee break		
11:45-12:15 30 minutes	4. Using learning outcomes effectively. Group discussion of how learning outcomes are used to develop online learning. Identify learning outcome for your piece of learning material.		Shared understanding of what makes a good learning outcome
12:15-12:45 30 minutes	5. Introducing activity types Introduce OU Learning Design activity types. Show a few different activity profiles and discuss implications of each.		Shared understanding of activity types
12:45-13:45	Lunch break		
13:45-14:30 45 minutes	6. Selecting and using online tools. Introduce an approach to selecting the appropriate online tool to use for your purposes	Activity design template	Know how to select the right tool for your requirements
14:30-16:00 90 minutes	7. Planning the structure of your piece of learning Using the template and ‘activity type’ cards provided, map out a week of learning. Refer to student profiles, design challenges and learning outcomes.	OU LD activity cards, post-its	Outline structure for your piece of learning
16:00-16:30	8. Next steps Reflect back on workshop objectives, and identify areas for action or further investigation.		Next steps plan



Using learning analytics to inform distance learning module design

Venue tbc

Date tbc

Time tbc

Aims

A customisable workshop aimed at developing understanding of the A4A initiative and the development of data interpretation skills amongst staff

Outputs

Some of the typical outputs from this session would include:

- **Staff familiarised in Learning Analytics** through active participation in OU Analytics for Action (A4A) workshop approaches.
- **Staff understanding of the A4A – Active presentation** frame work and practical considerations

Resources

The Open University team will provide

- **1-2 expert facilitators** depending on cohort size and session requirements
- **A4A data samples, resources and tools**

Learning analytics workshop plan



Duration	Activity	Resources	Output
Day 1			
10:00-10:15 15 minutes	1. Introduction to the session. Participants expectations and objectives setting.		Group and personal objectives
10:15-11:15 60 minutes	2. The Analytics for Action (A4A) process. Origins, theoretical frame work, resources required. What data we use? How does it work? Who is involved? Reporting mechanisms. The story so far. Question and answers	Presentation by facilitators	Understanding of the process main features
11:15-11:30 15 minutes	Coffee break		
11:30-12:30 60 minutes	3. Practical Activity one: Interpreting the data Participants will be given a number of slides and asked to provide –in groups- answers to a questionnaire. Groups will submit their questionnaires and data slides will be reviewed by facilitators. Winning team named!	Data slides (printed or digital)	Data interpretation: responses to questionnaire
12:30-14:00 90 mins	Lunch break		
14:00 – 15:00 60 mins	4. What data do we use and how is this presented? Who has access? SAS VA demo. How this data fits (or not) the model in your context?	Internet access and OU PC/Laptop	Understanding of available data
15:00-15:15 15 mins	Coffee break		
15:15-16:45 90 mins	5. Practical Activity 2: In groups: reviewing data prepared for data support meetings through a full presentation and suggest actions accordingly. (<i>What will you do?</i>) Actions suggested will be discussed with the whole cohort	Data Support Meeting presentations (printed or digital) Menu of actions	
16:45 – 17:00	Review of the day. Learning outcomes		