

STAGE 4: CONSIDERATIONS

STAGE 5: LEARNING DESIGN

The project website provides a presentation of the project report:

- Click on the pictures (or embedded link) to open the project report website to review stage 4: Considerations and stage 5: Learning Design
- Use the navigation menu header to navigate between stages of the project.
- Chevron arrows indicate key points.
- Plus icons indicate actions to learn more.
- When opening embedded links use the back arrow to return to the website or x in the top right hand corner to close any pop up windows e.g. images or videos.

Project Report for Stages 4 & 5 follows in the unlikely event that the embedded links on the website are inaccessible.

- Use the content page or expand the arrow to view the menu in google docs to navigate the report.
- The project report allows the reader to deep dive into justifications and evidence relevant to the chosen technology, Slid.o and chosen learning design model OAR.

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LEARNING EXPERIENCE (LX) PROJECT

LESSON REVISIONS



Image: Web linked to revision of lesson plan. Source Caard.

Reflective learning is valuable for educators and students to evolve. For this lesson the key changes made for the remainder of the project was to focus on one lesson, one technology and ensure justifications were clear and more closely evidenced by academic references.

The final stages of the report outline the considerations relevant to the chosen technology (Slid.o). The lesson context is focussed on the High School workshops to inspire girls aged 12-17 to explore a career in technology. Slid.o is the selected technology where the live poll and quiz features are utilised during the live lesson of the careers in technology workshop panel for girls aged 12-17 who are in High School.

Based on the peer feedback I added buttons on the headers for the webpages for each stage to improve navigation of the website presentation and instructions on how to open links from the website pages in a new tab. The reason I made these changes was based on valuable comments and suggestions which I applied. Watch the video on the web page (click on the image above) to view the revisions made based on the feedback. considerations and learning design models.

STAGE 4 : CONSIDERATIONS

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- Considerations of chosen technology Slid.o.
- Slid.o technology tools utilised are Live quizzes and polls to engage the students and support the discussion between female panellists sharing their stories to inspire future generations.
- Lesson context is panel workshops held at high schools
- Aligned to lesson outcomes designed to increase the number of girls in technology careers.
- Relevant academic articles relevant to chosen technology.

Select from the options below to view the project report including references. The project reflection and forum posts can be viewed by UNE peers in EDIT426 via Moodle.

+ DISCOVER CONSIDERATIONS

+ VIEW CONSIDERATIONS FORUM POST [UNE]

[STAGE 4: CONSIDERATIONS REPORT](#)

[CONSIDERATIONS FORUM POST \(UNE\)](#)

Image: Web linked to Stage 4: Considerations sourced from Caard.

Considerations relevant to the context of this lesson

The considerations relevant to this lesson and selection technology, Slid.o include time in online learning, digital literacy, information literacy, accessibility, cultural, linguistic and ability diversity, privacy, wellbeing, privatisation of learning technology, ethical factors

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and quality. The section outlines the relevant theories, research and evidence to support the conclusions of this stage. (Webex, 2022, p. 1) Slid.o can be used in asynchronous and synchronous delivery and has a number of considerations from the perspective of the educator. The article from University of Wollongong outlines these considerations relevant to educators (Hosts and Teachers), Co hosts (Panellists) and students (high school students) are relevant and valid to the success of the lesson outcomes (University of Wollongong, 2022, p. 1). The authors found that “quiz competitions and audience polling can facilitate active learning and engagement in the live virtual learning environment” (Morawo, & Lowden, 2020 p. 1).

Time in online learning as a consideration is defined as the time to prepare, engage and complete the lesson in an online learning environment. Time is online learning for this lesson using Slid.o as the technology is currently about 5 minutes during the total lesson time of 45 minutes. Within the context of the remixed lesson, time in online learning could be increased to be the whole lesson or a hybrid version of the lesson. The total time in online learning for the Students and Educators is limited to enhance learning with live results of polls and quizzes. The total lesson time in person or online in the lesson is up to 45 minutes or during a regular teaching lesson time.

The key considerations of the remixed lesson being expanded outside of the metropolitan area of Adelaide is to consider the accessibility, digital learning, diversity of cultural, language and ability and access to technology enabled apps and reliable internet connection for students, educators and panellists to participate, and engage and benefit from attending the lesson. Muthmainnah found from research that using

Slid.o increased engagement and benefited students and educators who utilised the tool (Muthmainnah, 2019, p. 6).

In summary, the considerations outlined are relevant and need to be planned and managed in the context of workshops being held at high schools to inspire girls to consider careers in technology when using the features of Slid.o as a technology tool in a hybrid or online learning environment. The changes made to the remixed lesson plan ensure considerations were planned, prepared and managed by Educators and Panellists to ensure Students who participated in the lesson were able to engage and utilise the Slid.o application to participate in quizzes and polls. With the goal of the lesson to increase the number of girls in technology careers aligned to the lesson outcomes.

STAGE 5: LEARNING DESIGN

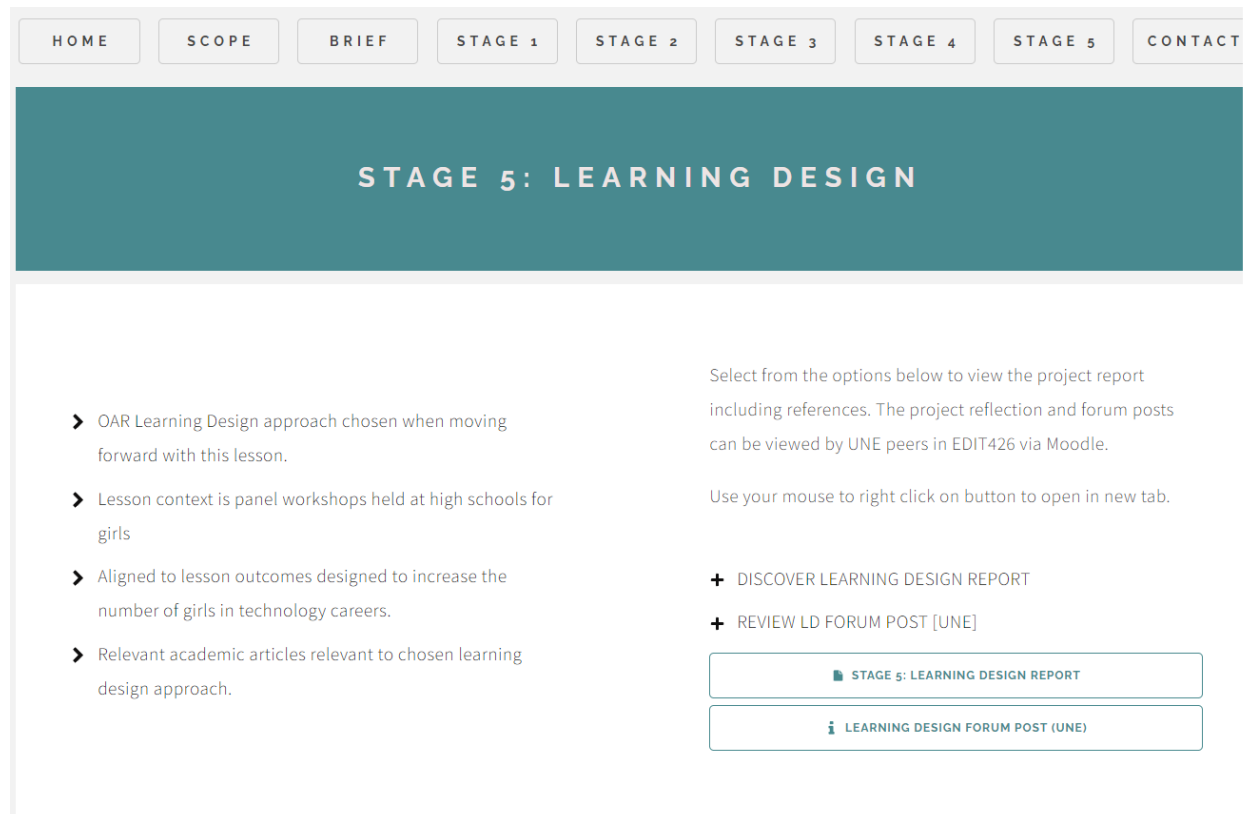


Image: Web linked to Stage 5: Learning Design, Sourced from Caard

Learning Design in the context of this lesson

Learning experience design (LxD), simply put, is about the experience of people in learning. Based on User Experience (UX) and Interaction Design (IxD) design which has a foundation for how people engage with the entire lifecycle of learning from the perspective of the learner (user). (Earnshaw et al., 2021, p.1) The authors of the book define designing for learning as transdisciplinary, complex and has multiple literacies. (Schmidt et al, 2020, p. 13). Therefore designing for learning may include objects, tools, technologies, outcomes, content, assessment, systems, products, all woven into an experience of learning that is dynamic not static. In comparison, Instructional Design

(ID) is commonly viewed as from the view that it is based on the educator or instructor perspective. Floor describes the origins of Learning Experience Design as combining elements of several disciplines from the field of design including IxD, UX, ID and graphic design. (Floor, 2021. p. 1)

In the 1960's The IBSTPI developed a competency and standards model for instructional design which includes, competencies required for people working in Instructional design with specific areas of competence with the role and statements of performance for Instructional Design. (IBSTPI, 2012, p. 1) Transformation in designing in learning and the overlap of the models of learning design including Learning Experience Design, Learning Design, Instructional Design. The differences and similarities offer a renewed focus on advanced technologies, team based design, management and a foundation of design, planning, analysis, design and development, implementation evaluation and project management. (IBSTPI, 2012, p. 1) Further to this researchers found that Learning Experience Design was a combination of “learning environment and learning space interactions” and arguably engagement of the learners (Tawfik et al, 2022, p. 331).

Using Slid.o in the context of this lesson “provides students with opportunities to contribute to a discussion, allows teaching staff to check student understanding and improves overall engagement” (University of Wollongong, 2022, p. 1). This example links to a positive learning experience for students when using Slid.o in learning to be engaged, connected and supported. A consideration in the context of this lesson is that only the host can create the Slid.o poll or quiz in a scheduled lesson and access the

analytic reports post lesson. (University of Wollongong, 2022, p. 1) The opportunity to share the responses live and post lesson is beneficial for reflective learning of both students and educators.

In summary, there is no right or wrong way to approach learning. What is valuable is for people who work in learning to understand the key elements and models of learning design and utilise the relevant elements, approaches and models in the context of their learning environment and learners. As human kind evolves through learning experiences having pedagogies, models, theories and design approaches that provide a foundation and scope to continue engaging people in learning throughout their whole life enriches learning. The challenge for educators and students is to navigate the future of learning design as technology evolves rapidly. This is achievable with a people before pedagogy and technology approach.

Model of Design in the context of this lesson

Models of Design related to training, instruction, education and learning. In the context of this lesson in a high school education environment. Objectives, Activities and Resources (OAR) is one Model of Design that closely aligns to the context of this lesson as a hybrid lesson held in an online learning environment. Joeckel, Jeon & Gardner developed The OAR model of design in 2010 to enable the design of learning in an online learning environment (Joeckel, Jeon & Gardner, 2009, p. 1-11) this model of design is easily applied to hybrid learning.

When applying this model of design to the context of this lesson the Objectives are for more girls in high school to consider a career in technology by attending and participating in the lesson. The activities are collaboration, interaction using Slid.o and asking questions of the panel members to inspire them in a future career in technology. The Resources required are access to internet and smart device, Sli.do application downloaded, people to share their career in technology story either in person or online and the presentation which includes video, audio, live question and answers and the use of Slid.o for interactive polls, quizzes to engage the students.

Additionally, for in person lessons the RASE model of design combines Resources, Activities, Support and Evaluation. (Churchill, King & Fox, 2013, p. 404). Developed in 2013 by Churchill, King and Fox the RASE model of design broadens educators and instructors to think beyond materials, content and resources and add support to achieve learning outcomes, objectives from a pedagogical perspective (Churchill, King & Fox, 2013, p. 404). In summary, as educators it is valuable to have an understanding of models of design so that we can utilise the relevant elements of the models to our context to enrich the learning experiences of students.

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