

Reusable Learning Designs:
DiAL-e Framework
Digital Artifacts for Learning Engagement

June 2009

Simon Atkinson

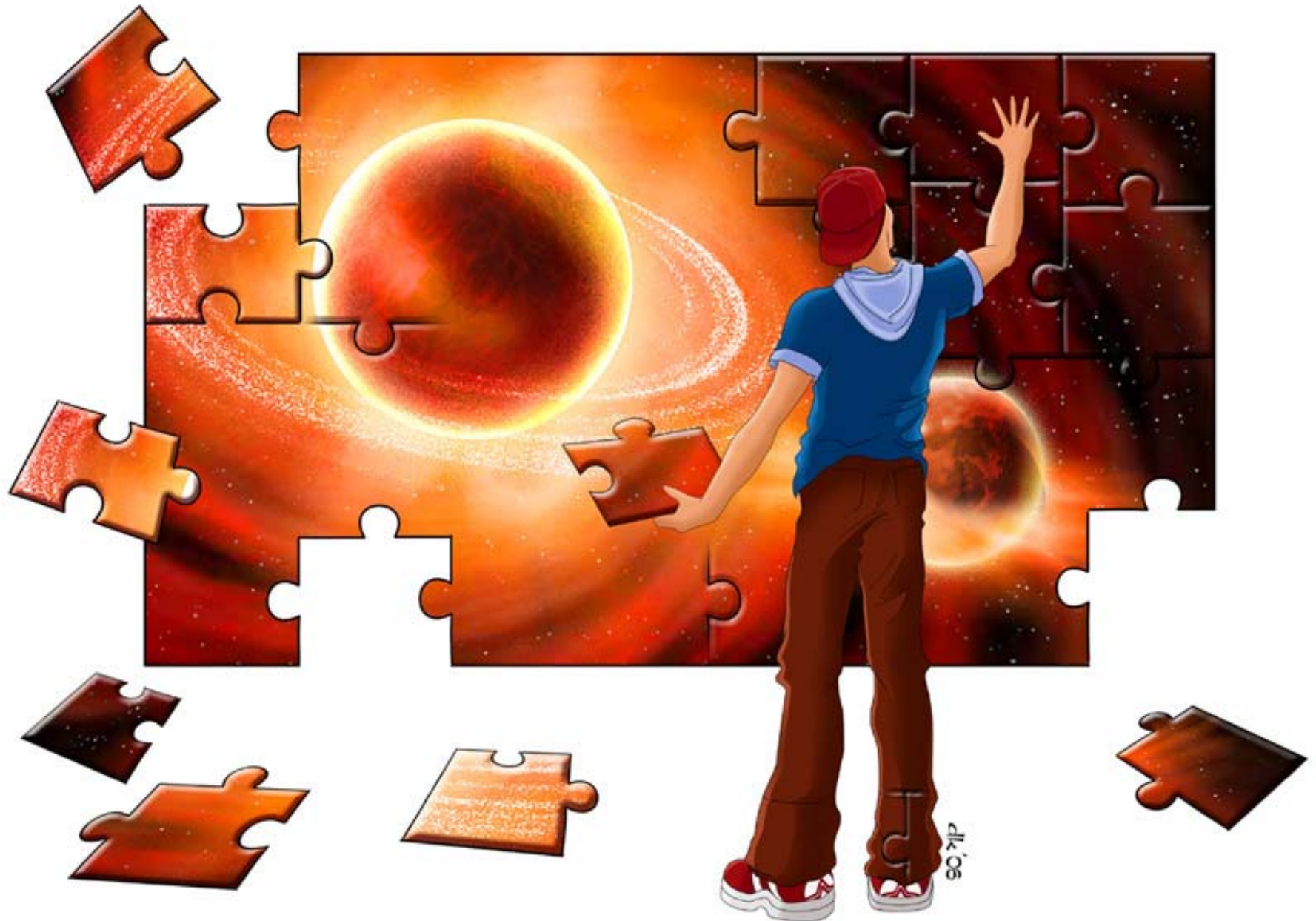
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Challenges of Institutional Use





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Existing Knowledge Base

Digital Artefacts *for* Learner engagement



		Learning Spaces (contexts)																				
		Large space (e.g. lecture theatre) (LS)	Seminar/Tutorials (ST)	Workshop setting/ Practical (WS)	Independent setting (IS)	On-line (OL)	Others															
	1. Stimulus	Starter-plenary																				
		Topping and Tailing																				
	2. Narrative (digital storytelling)	What happened next?																				
		Dissonance/shock/the unexpected																				
	3. Collaborative (working together in groups)	Observational: watch closely																				
	4. Conceptual/procedural	Hypothesis testing (POE)																				
		Synthesis and extrapolation																				
	5. Enquiry based learning (inc. PBL)	Mindmaps and diagrams																				
		Analysis (observation, breaking down,																				
	6. Project based – production of artefacts																					
	7. Empathy/role-play/decision-making																					
	8. Independent study/research																					
	9. Composition/aesthetics																					

Learning Designs

DiAL-e Framework

Stimulation						
Narrative						
Collaboration						
Conceptualisation						
Inquiry						
Authoring						
Empathising						
Research						
Representations						
Figurative						
	Large	Small	Practical	Independent	Virtual	Mobile

Stimulation

Stimulation							
N	Starter-Plenary						
Col	Top & Tail						
Conce	What happens next?						
	Dissonance & Shock						
A	Observational						
Empathising							
Research							
Representations							
Figurative							
		Large	Small	Practical	Independent	Virtual	Mobile

Engagement/activities	Exemplars	Ref
1. Stimulus	The emphasis of this learning design is essentially to stimulate interest and student engagement, although these activities could achieve other learning outcomes as well. Activities typically might include:	
a. Starter-plenary	<p><i>showing a clip at the start of the session to introduce a topic; showing the clip at the end of a session to act as a plenary; previewing a clip you want the students to watch independently at the end of the lecture and reviewing it or its content at the start of the next lecture</i></p> <ol style="list-style-type: none"> showing a clip to introduce a topic or at the end of one lecture in advance of another show clip at start of session on an uncovered topic – show it again at the end to see if students have developed a deeper understanding of what it is about 	<p>(1.a.i), Spurn Point Clip 1991 – what questions would you ask?</p> <p>(1.a.ii)</p>

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showing a clip at the start of the session to introduce a topic; showing the clip at the end of a session to act as a plenary; previewing a clip you want the students to watch independently at the end of the lecture and reviewing it or its content at the start of the next lecture

taking away the sound or vision from clip – asking students to imagine what would be present/working to cover the missing script or image

Exemplars

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- showing a clip to introduce a topic or at the end of one lecture in advance of another
- show clip at start of session on an uncovered topic – show it again at the end to see if students have developed a deeper understanding of what it is about

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Exemplars	Ref
(1.a.i) , Spurn Point Clip 1991 – what questions would you ask?	(LS)
(1.a.ii)	

Activities typically might include:

		Learning Spaces (contexts)					
		Others	On-line (OL)	Independent setting (IS)	Practical (PAC)	Workshop setting/ Practical (WS)	Seminar/ Tutorials (ST)
1. Stimulus	Starter-plenary						
	Topping and Tailing						
	What happened next?						
	Dissonance/shock/the unexpected						
	Observational: Watch closely						
2. Narrative (digital storytelling)							
3. Collaborative (working together in groups)							
4. Conceptual/procedural	Hypothesis testing (POE)						
	Synthesis and extrapolation						
	Mindmaps and diagrams						
	Analysis (observation, breaking down,						
5. Enquiry based learning (inc. PBL)							
6. Project based – production of artefacts							
7. Empathy/role-play/decision-making							
8. Independent study/research							
9. Composition/aesthetics							

Learning Designs

Enhancing Teaching & Learning with Digitised Resources :: - Windows Internet Explorer

http://213.133.67.199/JISC/framework.php

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JISC

accessibility glossary increase font decrease font

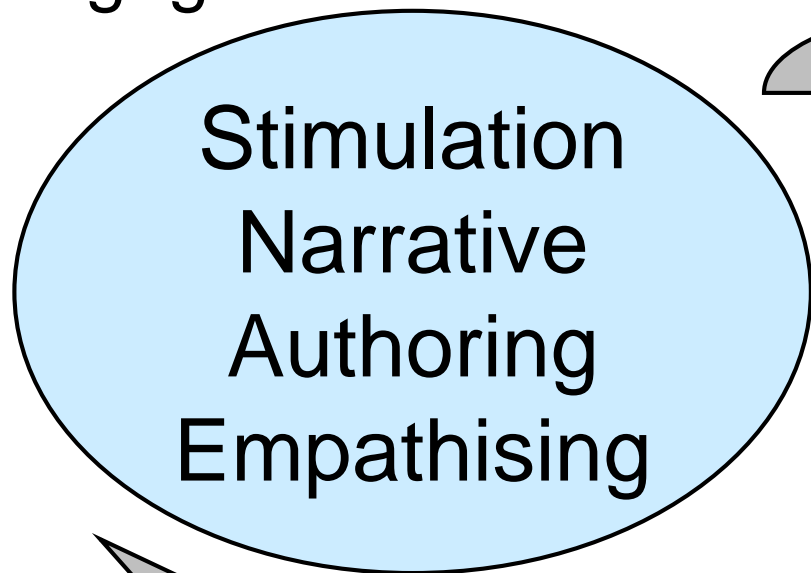
e-mail: password: [Login](#) [forgotten your password ?](#) | [register here](#)

	Independent	Large Space	Mobile spaces	Practical space	Small space	Virtual space
01. Stimulus						
1. Starter-plenary		Resources				
2. Topping and Tailing		Resources				
3. What happened next?				Resources		
4. Dissonance and Shock					Resources	
5. Observational	Resources					
02. Narrative				Resources		
03. Collaborative						Resources
04. Conceptualisation						
1. Predicting (POE)		Resources				
2. Synthesising					Resources	
3. Visualising ideas				Resources		
4. Analysis				Resources		
5. Extrapolation					Resources	
6. Reliability					Resources	

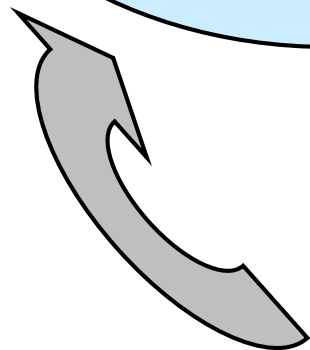
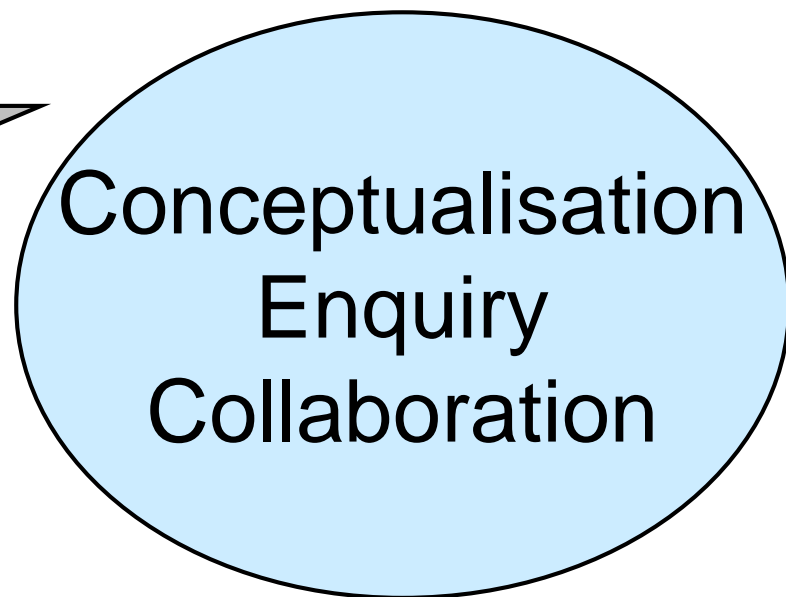
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 News Film Online
 Learning Framework
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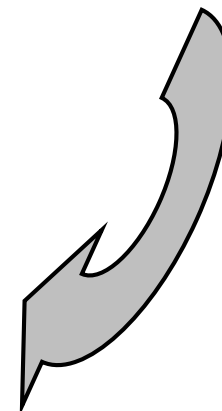
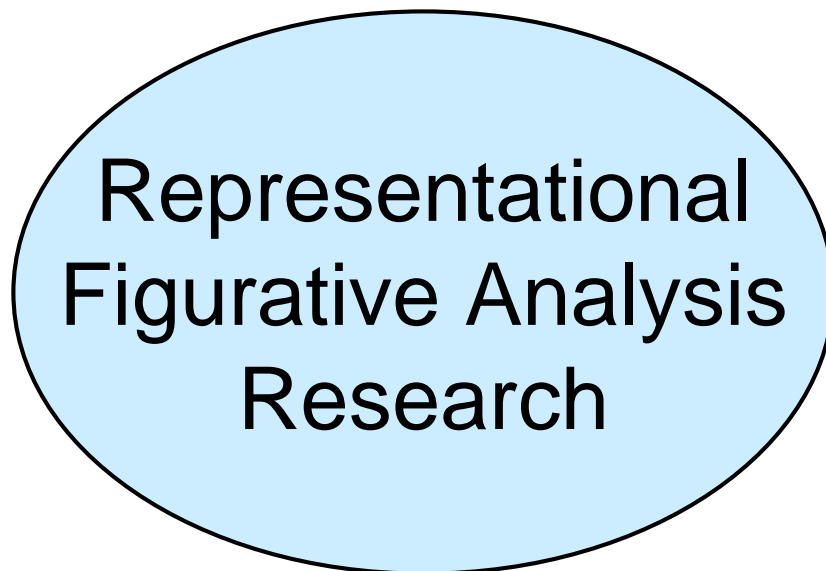
Engagement



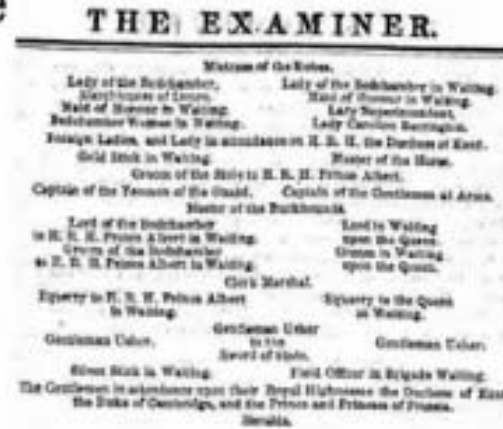
Knowledge Construction



Reflection



- Film: mis-en-scene / montage
- Audio: linguistics / intonation / vocabulary
- Printed: positioning / structure



Engagement:

Students in need of the ability to articulate the historical changes in language are asked to contrast an order of procession from 1880 with one from 2000 and identify changes in social classifications

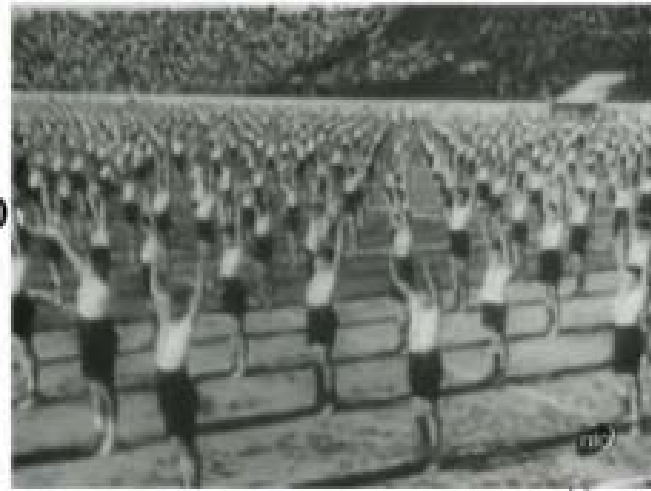
- decision making
- role-play



Engagement:

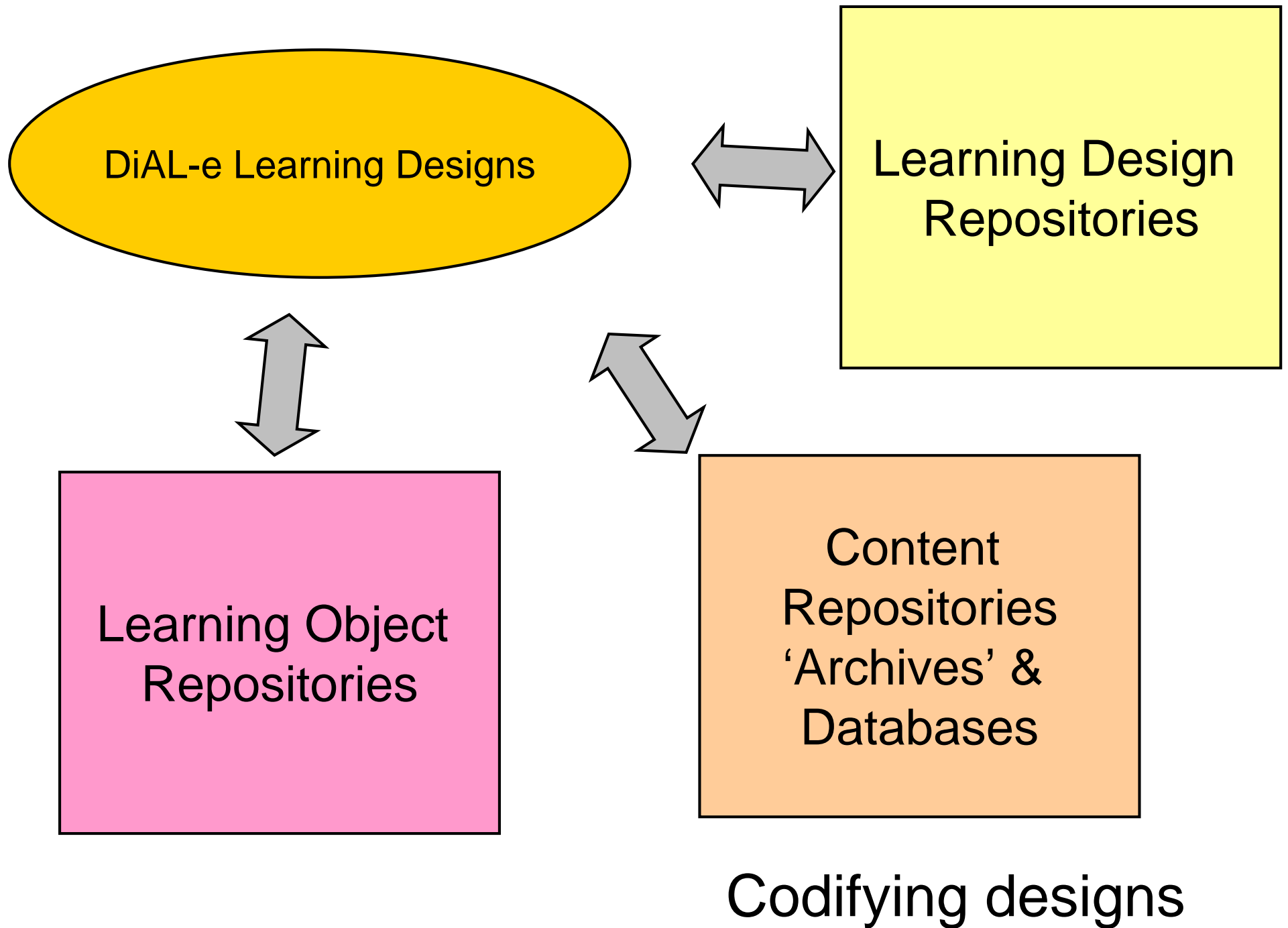
Students needing to appreciate the contextual and culturally specific nature of knowledge are asked to study arguments put forward in an emotive resource and develop a first voice response in favour, and against, the principle argument

- A sound recording of a steam train used to illustrate the lifecycle of a product in business studies
- Film footage of a crowd scene used to illustrate the way individuals follow trends in fashion.



Engagement:

Biology Students search visual resources for examples of 'swarm' behaviour amongst humans as a precursor to an activity that looks at the mathematical basis for studying swarms.



Microsoft PowerPoint - [LO_empathy]

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Type a question for help

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Design New Slide

Outline Slides

1

Empathy

Reusable DiAL-e Learning Design

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2

Structure of Knowledge

```

    graph TD
      A[Dealing Your Content] --> B[Dealing Learning Outcomes]
      B --> C[Dealing Learning Tools]
      C --> D[Dealing Scaffolds]
      D --> E[Dealing Resources]
      E --> F[Dealing Feedback]
      F --> A
  
```

3

The Learning Engagement Framework

Learning Engagement	Engage	Learn	Apply	Transfer	Reflect	Collaborate	Communicate	Assess	Review	Reflect	Transfer
Engage											
Learn											
Apply											
Transfer											
Reflect											
Collaborate											
Communicate											
Assess											
Review											
Reflect											
Transfer											

4

Learning Outcomes:

By the end of this learning activity, and through your subsequent reflections, you will be able to demonstrate an ability to articulate a moral or ethical position with which you may not be able to agree, but to which you can describe empathetically at least two contrasting traditional positions with out prejudice.

5

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Empathy

Reusable DiAL-e Learning Design

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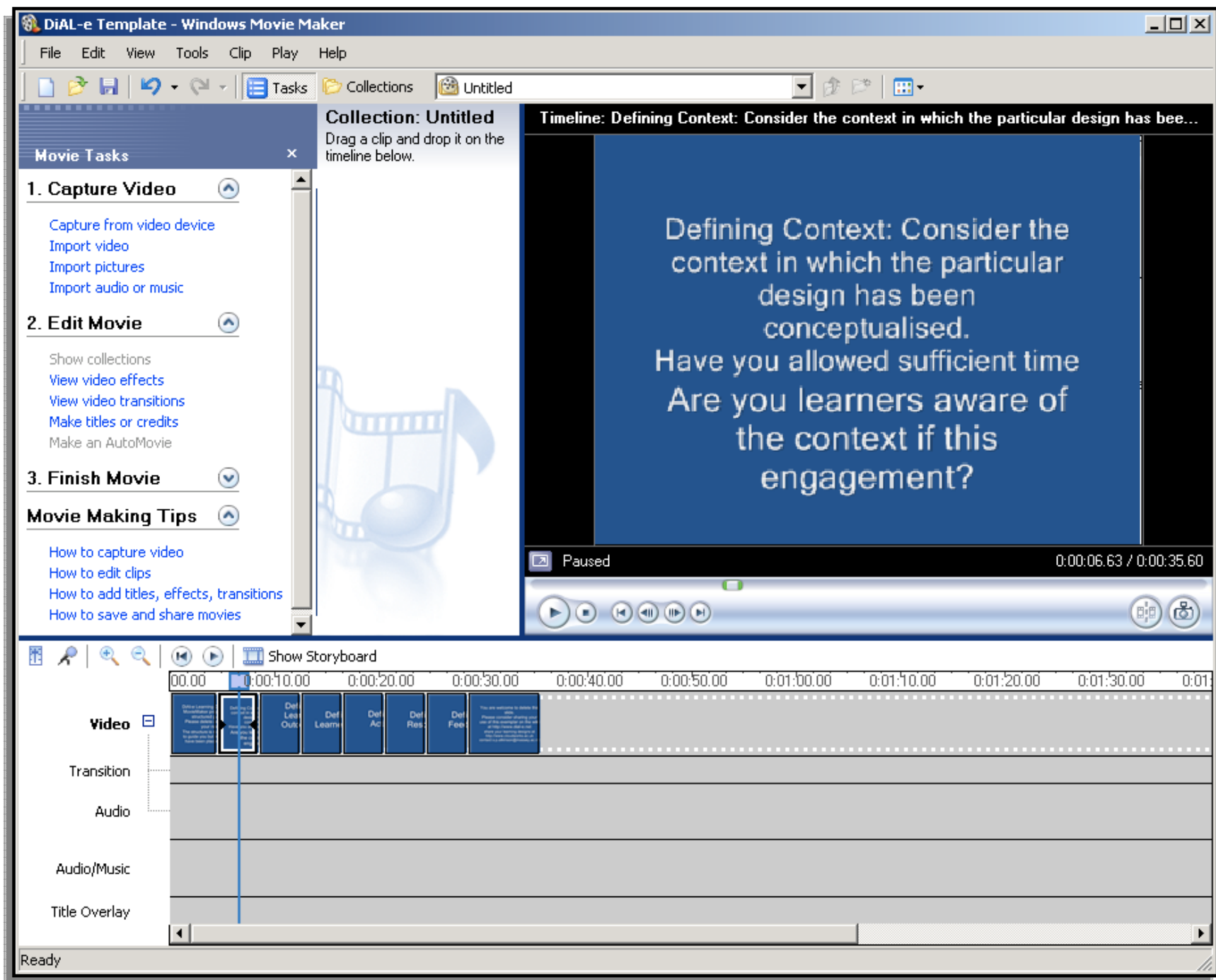
Reusable DiAL-e Learning Design

Learning Design: Empathy

This learning design encourages students to recognise perspectives other than their own ('walking in someone else's shoes'). This may take the form of simulated debates or moots, decision-making fora or role play activities. It necessarily selects controversial and challenging themes which are a stimulus to debate concerning morality, ethics and social responsibility.

This example provides a structure. You are welcome to adapt this resource and activity or substitute the resource and amend the activity as you feel appropriate. You are encouraged to delete this text and reuse this presentation. Substitute your graphics, text and media but reuse the structure of the activity to suit your learning context.

Simon Atkinson / Kevin Burden © 2008



Microsoft MovieMaker package example

eXe : Learner Roles

File Tools Styles Help

Add Page Delete Rename

Authoring Properties

Outline


- Introduction
 - Learning Outcomes
 - Learner Roles**
 - Activity
 - Artefacts
 - Feedback

iDevices

- Activity
- Case Study
- Cloze Activity
- DiAL-e Defining Activity
- DiAL-e Defining Context
- DiAL-e Defining Feedback
- DiAL-e Defining Learner Roles
- DiAL-e Defining Learning Outcom...
- DiAL-e Defining an Artefact
- External Web Site
- Free Text
- Image Gallery
- Image Magnifier
- Java Applet
- Multi-choice
- Multi-select
- Objectives
- Preknowledge
- RSS
- Reading Activity
- Reflection
- SCORM Quiz
- True-False Question
- Wiki Article

Done

Learner Roles

 DiAL-e Defining Learner Roles

Learners should be invited to approach the activity with a clear idea of their role. We often assume that in defining the activity we provide sufficient structure as to the roles being played.

However, we undertake in assume in any


This is not a defin

Evaluating the Evidence

file:///Users/spatkins/Documents/Simon%20Personal/DiAL-e%20Framework%20related/JISC%20Online%20Module? ~ Google

YouTube - T...munication Massey Staff Directory YouTube KNOW Welli...gtonNZ.com Wikipedia MU Home STREAM MyPortfolio GMail Ako Aotearoa >>

Conceptual Analysis (DiAL-e Exemplar) Evaluating the Evidence

 **Analysing Our Assumptions**

In this unit we are going to look at the processes we use to analyse a resource or piece of data. Rather than using data that is likely to be familiar to you we are going to use an historical clip from the REUTERS news archive.

The content of the clip is interesting in itself perhaps, but what we are going to do as individuals and in groups is explore the process we go through to assess the validity of a piece of evidence.

As we go through this process make notes as you think appropriate. Ask yourself questions about each stage we go through. Questions to consider are things like:

- What assumptions do I make about this material?
- Do I need to know more about the context of the source material or can I judge it at "face value" ?
- Can the material be made to tell a specific story that I choose to tell?

Work your way through this unit.

Allow about 45 minutes

Next >

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eXeEditor: IMS/SCORM package example

LAMS :: Author - Windows Internet Explorer

File Edit Tools Help

New Open Save Copy Paste Transition Optional Flow Group Preview

Activities Toolkit

Lesson 3 - LAMS Activities (Read Only)

Introduction Informative Tools Fancy Noticeboard

Share Resources Spreadsheet

Activity Types - Choose 1

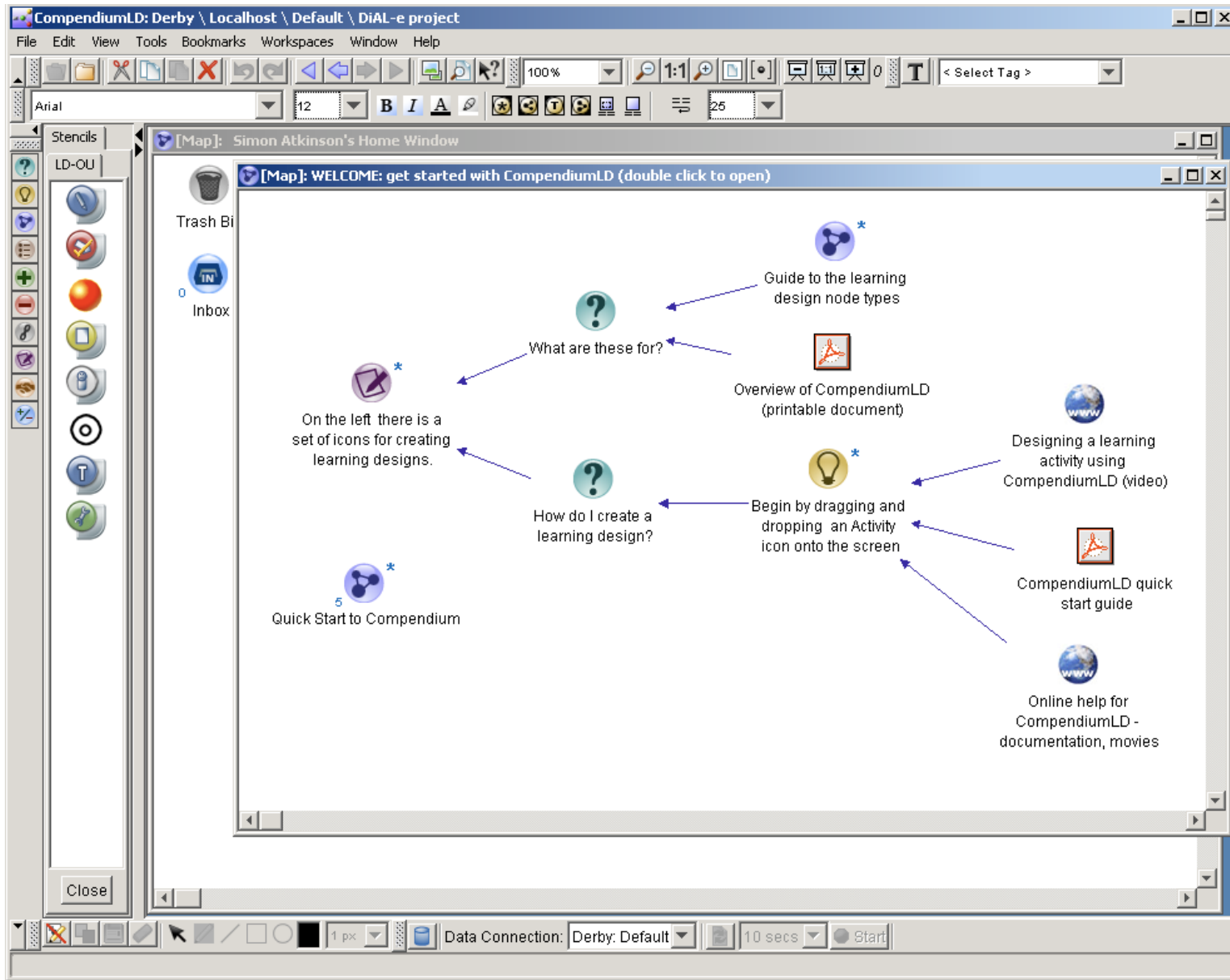
3 - Sequences

Dimdim Discussion Winding Up

Properties

The screenshot displays the LAMS Author software interface. At the top, there is a menu bar with 'File', 'Edit', 'Tools', and 'Help'. Below the menu bar is a toolbar with icons for 'New', 'Open', 'Save', 'Copy', 'Paste', 'Transition', 'Optional', 'Flow', 'Group', and 'Preview'. On the left side, there is an 'Activities Toolkit' panel with a list of activity types: Chat, Chat and Scribe, Data Collection, Forum, Forum & Scribe, Gmap, Multiple Choice, Notebook, Noticeboard, Q & A, Resources&Forum, Share Resources, Spreadsheet, Submit Files, and Survey. The main workspace shows a lesson flow diagram for 'Lesson 3 - LAMS Activities (Read Only)'. The flow starts with 'Introduction', 'Informative Tools', and 'Fancy Noticeboard' in a top row. Below them is 'Share Resources' and 'Spreadsheet'. Arrows indicate a flow from 'Introduction' to 'Informative Tools' to 'Fancy Noticeboard'. 'Share Resources' has arrows pointing to 'Informative Tools' and 'Spreadsheet'. 'Fancy Noticeboard' has an arrow pointing to 'Spreadsheet'. Below the flow diagram is a 'Properties' panel for 'Activity Types - Choose 1' with '3 - Sequences'. The properties panel shows three rows of activity icons. The first row has three icons: a document, a document with a checkmark, and a document with a right-pointing arrow. The second row has six icons: a document, a document, a document with a bar chart, a document, a compass, and a document. The third row has eight icons: a document, a green circle with a question mark, a document with a checkmark, a folder, a document, a document with a calendar, a document, and a cylinder. Below the properties panel, there are two activity boxes: 'Dimdim Discussion' and 'Winding Up', connected by an arrow pointing from 'Dimdim Discussion' to 'Winding Up'. A trash can icon is visible in the bottom right corner of the workspace.

Potential only



Potential only

Further Work @ April 2009

Further Resources

Project Wiki:

<http://www.dial-e.net>

(links to <http://dial-e.wetpaint.com>)

Screencasts and Project Videos:

<http://dial-e.blip.tv>

Further Information



For more information please feel free to contact either:
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or
Kevin Burden - (k.j.burden@hull.ac.uk)