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Developing, Sharing and Reusing Learning Designs – Challenges and Dilemmas

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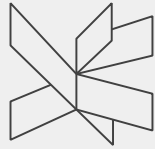
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Developing, Sharing and Reusing Learning Designs – Challenges and Dilemmas

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Premises – for Learning -designs

- Idea of standardization.
- A goal oriented and method-centred approach to education and teaching
- Design of something that exists in a relatively systematic and orderly form
- A plan with a description/specification of what is to take place in a teaching/learning situation

“The Nordic tradition” – The reflective practitioner

Professional autonomy and authority

- The agency lies with the teacher to make pedagogical choices and carry out teaching accordingly.
- The reusing teacher is expected to adapt the learning design to her own teaching practice and context

“The Nordic tradition” – The reflective practitioner

- The educator has to act in three levels of skills
 - Level of practice - to be able to carry out teaching
 - Level of planning teaching- to be able to plan and assess the implementation of the teaching (to predetermine)
 - Meta level – level of premises/ explanations- to describe, interpret, analyse and assess good teaching and develop practice;

Professional practitioner, who works within a frame, but is not controlled by it.

Research questions



- *What are the challenges associated with the design and reuse of Learning-designs, if teaching is to be context-sensitive and developmentally-based?*
- *How can key challenges be conceptualised for the teachers involved?*

Contextsensitivity – an underlying assumption

What does context mean?
Factors influencing events

- **Context parameters :**
 - **The students background and skills**
 - **The educators background and skills**
 - **Institutional frames and frames for learning designs**

**Contextsensitivity
is sensitivity to
the parameters**

Research design and process

Preliminary:

Documental research – Existing learnings designs in one institutions

Theory review

In-depth interviews about cooperation in education and Existing knowledge sharing among educators



Designing

Sharing

Reuse

Main study:

Multiple case study' of five selected learning designs

Selected based on maximum heterogeneity



**Analytical
framework for case
studies**

Main Themes

- “Manual” or inspiration guide
- Element construction versus integrative construction
- Standardization versus renewal
- Relations between designer and reuser

Main theme: Manual vs inspiration guide

The content and the methods and approaches are designed in the span between a Manual and an inspiration guide

Manual

- some restrictions in action

→ Reduce possibilities of context sensitivity

Spectrum between coercion and autonomy

Inspiration guide

-resource that is made available

Main theme: Element construction versus integrative construction

- The degree of interconnectedness or independence the activities in the learningdesign are

Contextsensitivity is challenged the more the activities are interconnected and intergrated in the whole .

Main Theme: Standardization vs- renewal

Standardization vs. renewal

A contradiction: the need of copying and the need of adaptation

Reuse of a learning design implies contextual translation for each time of reuse, but the learning design (basis) itself should also be developed over time.

Main Theme: Relations between designer and reuser.

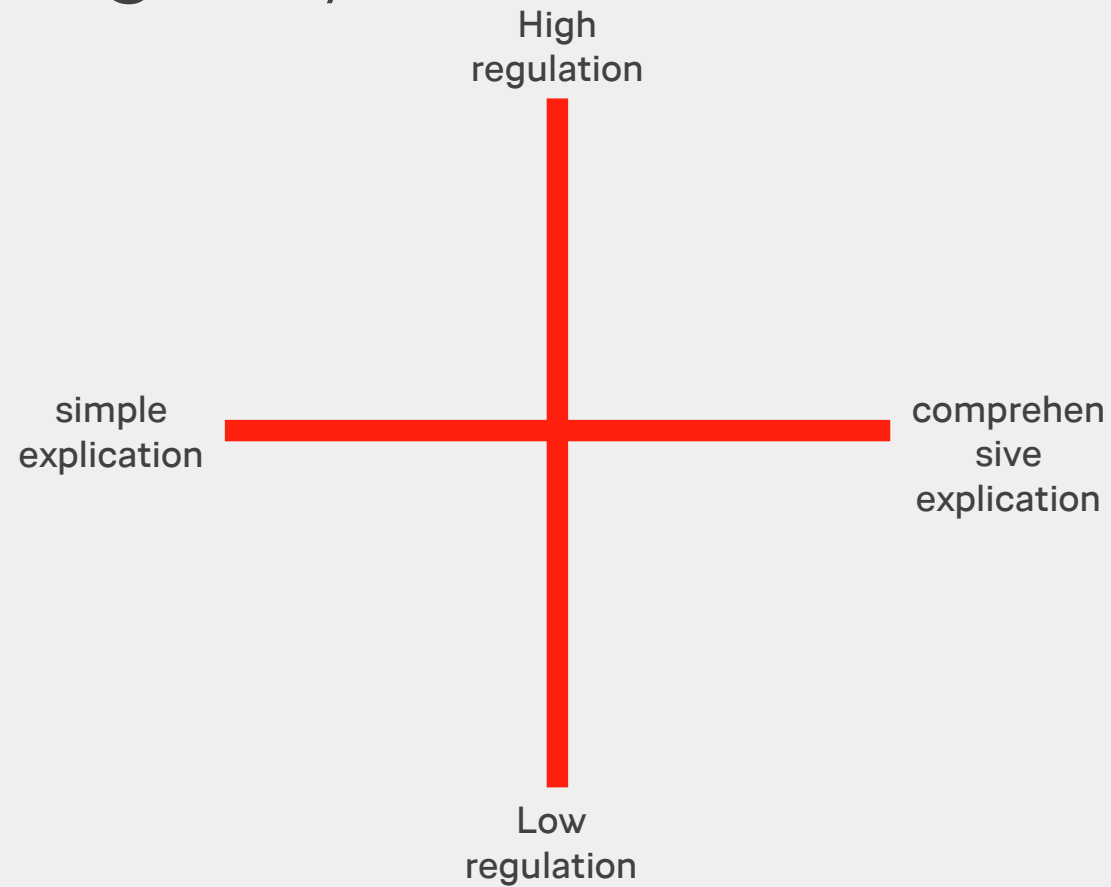
- **A change in how teachers experience their position: from professional educator to a “replicating reuser”**

The often implicit positioning as a “reuser” might conflict with experiencing meaning; freedom and motivation in carrying out others learning designs.

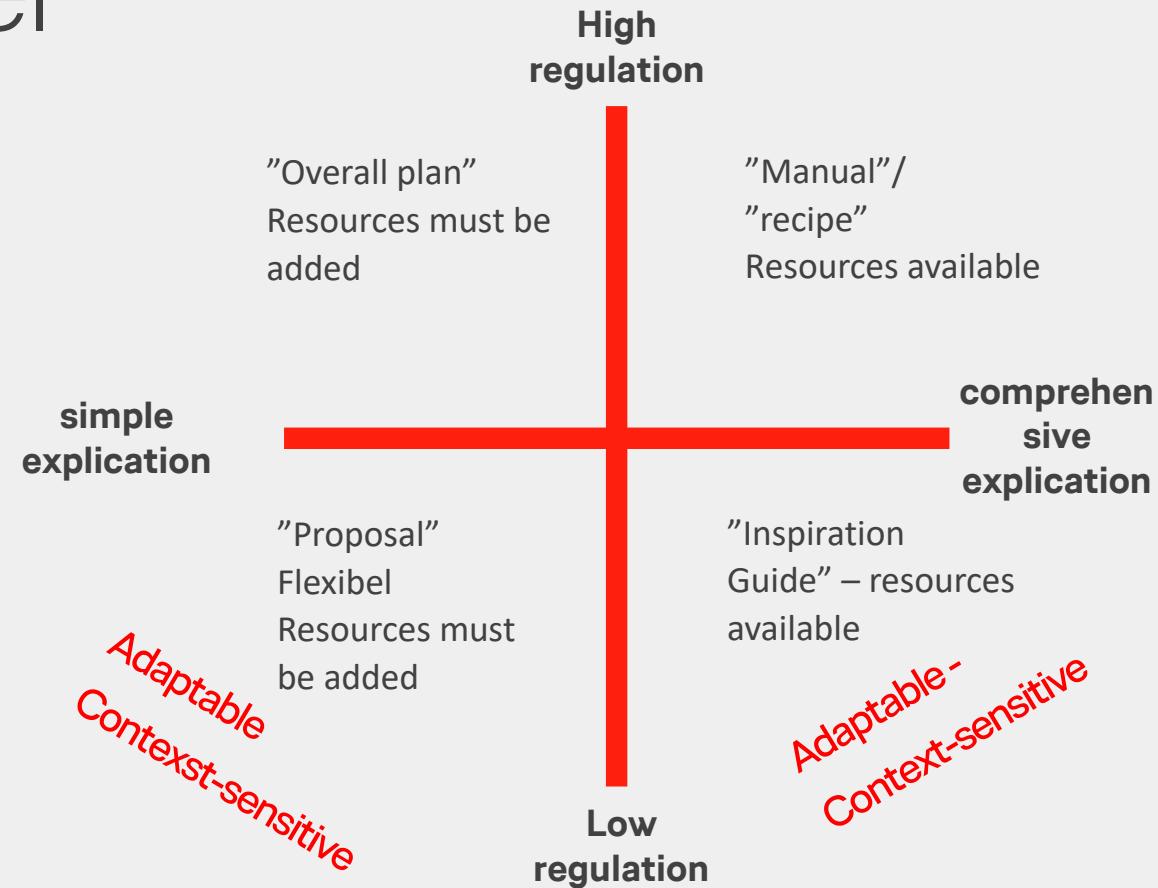
Conceptualizing the space of pedagogical agency

- The empirical studies points to two key concepts:
- **A) Explication:** (how detailed elements are communicated)
- **B) Regulation** (internal: interdependence of subactivities, external: power relations: coercion by authorities, managerial decisions etc.)

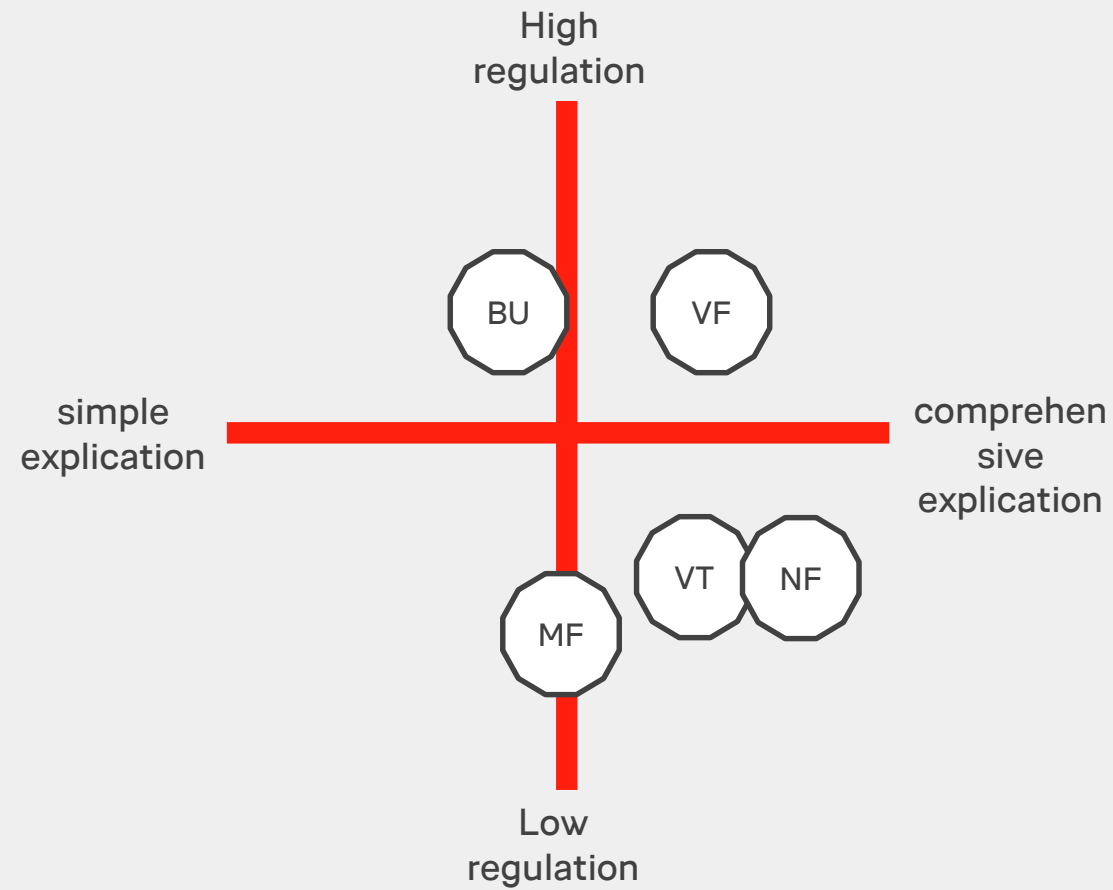
Declaration and regulation framing of the space of pedagogical agency



Formaters rammesætning – en analysemodel



Mapping the different cases



Conclusions and perspectives

- **The Cartesian plane:**
 - Designers: Focus on certain properties of a design.
 - Reusers: to see constraints and possibilities concerning pedagogical agency
- **Tested on learning designs developed by Danish libraries through a research project:**
 - Explication and regulation had to be applied separately to content and methods, respectively.
 - The source context is difficult to unfold and explain
 - Evaluation of Learning Designs should include reuser's feedback.

– Thanks for listening!