The Future of Online Learning

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Why do we need high quality online learning?

What counts as high quality online learning?
Why do we need high quality online learning?

What counts as high quality online learning?

What makes a good online learning design?

Building knowledge about high quality online learning
Why do we need high quality online learning?
The UN Sustainable Development Goals

Quality education for all underpins all the SDGs
Why do we need high quality online learning?

Pandemics

Globally, over 1.2 billion children are out of the classroom

All university students will be studying at least partly online this year

A collaborative global approach to health and wellbeing requires universal education

Sustainability

Around 2.4% of global CO2 emissions come from aviation. The industry is responsible for around 5% of global warming.

Globally, only 20% of the population have ever taken a flight. We frequent flyers contribute a very disproportionate share of emissions.

Reducing air travel is one of the most effective things individuals can do to shrink their carbon footprints.
What counts as high quality online learning?
What counts as high quality learning?

The Conversational Framework

Derived from theories and research on learning and teaching (Laurillard, 2002, 2012)

To represent the teaching-learning process as
• a series of iterative exchanges
• between the learner and a ‘teacher’ and
• between a learner and their peers
• at two levels of concepts and practices
What does it take to learn in formal education?

Learner concepts

Learner practice
What does it take to learn in formal education?

- Teacher concepts
  - Teacher communication cycle
  - Teacher modelling cycle
- Learner concepts
  - Learner practice
  - Learner modelling cycle
- Peer concepts
  - Peer communication cycle
  - Peer modelling cycle

Decision-making game
Mock election
Types of learning mapped to the framework

Learning through ‘acquisition’
Types of learning mapped to the framework

Learning through ‘inquiry’
Types of learning mapped to the framework

Learning through ‘practice’
Types of learning mapped to the framework

Learning through ‘discussion’
Types of learning mapped to the framework

Learning through ‘collaboration’
Types of learning mapped to the framework

Learning through ‘production’
How does technology help? *Conventional methods*

These learning types are encouraged through a variety of conventional methods.
How does technology help? *Conventional methods*

These learning types are encouraged through a variety of conventional methods.
How does technology help CPD? Digital methods

The same learning types are encouraged also through a variety of digital methods.
How does technology help CPD? Digital methods

The same learning types are encouraged also through a variety of digital methods.
What makes a good online learning design?
What makes a good online learning design?

The Learning Designer

A free open online design tool to help with moving your teaching online.

Based on the six learning types from the Conversational Framework – a model of what it takes to learn.

Supports teachers and educators to
• design a sequence of blended and online teaching and learning activities
• analyse their pedagogic design
• share their learning designs with each other

https://www.ucl.ac.uk/learning-designer
Adapting a learning design

Express the details of your pedagogy
Use research-based pedagogic properties to express your learning design.

Learn more

Adapt/Create
The Browser screen catagorises existing designs according to pedagogic approach, education sector, topic area, and project needs. You can also search by keyword. When you select a design and turn editing on it becomes yours to edit and adapt, stored in 'My designs'. Or you go to the Designer screen to design from scratch.

View details »

Analyse/Review
As you design each step of the session you can specify the type of learning activity, duration, group size, teacher presence/or not, online/or not, synchronous/or not, and any resources to be attached. The 'designed time' is tracked, along with pie charts and bar charts showing the nature of the learning experience you’re designing, in the Analysis tab. This helps you review and revise your design.

View details »

Share/Publish
Once drafted, you can share your design by sending its url to a colleague, or publish it by placing it in 'My designs' public space, or you can export the code for someone else to upload it, or export it to Word to share it with colleagues and students.

View details »
Adapting a learning design

Vocational Education and Training

Using video to showcase a skill  last modified on Wed 28 August 2017 at 13:08:55
Edited by EileenKennedy

Searching for information online  last modified on Thu 31 August 2017 at 18:26:59
Edited by Administrator, derived from Searching for information online by diana

Collaborative learning: Drafting a good assignment  last modified on Sat 30 January 2016 at 19:21:43
Edited by you

Developing your own ideas on a topic (conventional) v2  last modified on Sat 30 January 2016 at 19:32:27
Edited by you

Developing your own ideas on a topic (blended)  last modified on Sat 30 January 2016 at 14:56:33
Edited by you

Inquiry-based learning project (online)  last modified on Sat 30 January 2016 at 19:44:53
Edited by you

Understanding the workplace (Conventional)  last modified on Fri 15 January 2016 at 22:21:54
Edited by you

Understanding the workplace (Blended)  last modified on Fri 15 January 2016 at 18:55:35
Edited by you

Using progress monitoring and metrics to assess work against schedule  last modified on Thu 15 March 2018 at 19:01:29
Edited by you

BTE activity design session for WCC  last modified on Sun 30 July 2017 at 17:14:59
Edited by Administrator

Apprenticeship Induction session  last modified on Fri 16 March 2018 at 15:54:04
Edited by you

Analyze/Review

As you design each step of the session you can specify the type of learning activity, duration, group size, teacher presence/or not, online/or not, synchronous/or not, and any resources to be attached. The ‘designed time’ is tracked, along with pie charts and bar charts showing the nature of the learning experience you’re designing, in the Analysis tab. This helps you review and revise your design.

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Adapting a learning design

**Learning Designer**

**Home** / **Browser** / **Moving Online** / **Understanding [the Topic] Online**

**Timeline**

**Analysis**

**Name**
Understanding [the Topic] Online

**Topic**
The Topic

**Learning time**
1 hour and 30 minutes

**Designated learning time**
1 hour and 30 minutes

**Size of class**
25

**Description**
This is a design for a class using wholly online methods. It...

**Mode of delivery**
Wholly online

**Aims**
This session introduces [the Topic] and invites students to...

**Outcomes**
Knowledge, Application, Analysis

**Editor**
diana

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**Introduction to [the Topic]**

Read Watch Listen

Watch the presentation about [the Topic]. It explains why... how... what... Does [the Topic] make sense to you? Please pause the video to note any questions you have.

Discuss

Please post your questions to [the Discussion site] by [date, time]. Click ‘Like’ for any other questions you would like to know the answers to. Check the site on [date, time] when the teacher will show the answers to your questions.

**Applying [the Topic]**

Produce

Think of an example of a situation that is relevant to [the Topic] and how you could make use of it. Make notes to share with your group. Arrange a time when you will meet with your group online.

Discuss

In your group, take turns to share your ideas of how you would use [the Topic] in each of the 3 situations.

Collaborate

In your group, decide on your best example, and what you will post to the class site. Post a brief description of how you would use [the Topic] in which situation.

**Analysing how [the Topic] could guide future learning**

Read Watch Listen

Read through the other groups’ posts to make notes on what you will contribute discussion.

Discuss

The class discussion of [the Topic] is or Discuss with the teacher, using the actual examples the groups have posted to and how you might change your actions applying [the Topic].
Adapting a learning design

Learning Designer

Name: Understanding Risk Assessment Online

Topic: Risk Assessment

Learning time: 1 hour, 10 minutes

Size of class: 25

Description: This is a design for a class using wholly online methods.

Mode of delivery: Wholly online

Aims:
- This session introduces Risk Assessment, and invites students to apply it in a context they are familiar with.

Outcomes:
- Knowledge
- Be able to explain Risk Assessment
- Application
- Be able to apply Risk Assessment to a scenario
- Analysis
- Be able to analyse a specific context in which Risk Assessment can be applied

Introduction to Risk Assessment

Read Watch Listen
- Watch the presentation about Risk Assessment.
- What is Risk Assessment and why is it important?
- Does Risk Assessment make sense to you? Please pause the video to note any questions you have.

Discuss
- Post your questions to the Discussion site by date and time.
- Click 'Like' for any other questions you would like to know the answers to.
- Check the site on [date, time] when the trainer will show the answers to your questions.

Applying Risk Assessment

Produce
- Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it.
- Make notes to share with your group.
- Arrange a time when you will meet with your group online.

Discuss
- In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 5 situations.

Collaborate
- In your group, decide on your best example, and what you will post to the class site.
- Final brief description of how you would use Risk Assessment in your context.

Apply Risk Assessment

Read through the other groups' posts to the class site, and note what you will contribute to the discussion.

Discuss
- The class discussion of Risk Assessment is on [date, time].
- Discuss with the trainer, using the audio and the chat.
- The groups have posted to the class site, and you will contribute to the discussion.
Adapting a learning design

Applying Risk Assessment

**Produce**

Think of an example of a situation that is relevant to Risk Assessment in your context, and how you could make use of it.

Make notes to share with your group.

Arrange a time when you will meet with your group online.

**Discuss**

In your group, take turns to share your ideas of how you would use Risk Assessment in each of the 3 situations.

**Collaborate**

In your group, decide on your best example, and what you will post to the class site.

Post a brief description of how you would use Risk Assessment in which situation.
Analysing a learning design

The pie-chart analyses the distribution of types of learning in the design, in this case, acquisition, collaboration and production, but mostly discussion. There are no rules about what it should be, but now you have the opportunity to consider if that looks appropriate.

It is entirely online (pale blue), no f2f
There is some trainer presence (dark brown) to respond to questions, and conduct the plenary discussion
More than half is synchronous (dark pink) - with a group and with the trainer

There is mostly individual work (pale green), then groups, then whole class
Sharing a learning design

On the Designer screen you can Export your design to Moodle (upcoming version)

Or Export to Word, to send to learners, or discuss with others

You can also Share it by creating a url to send to colleagues

https://www.ucl.ac.uk/learning-designer
How can we build knowledge about high quality online learning?
A community of practice: innovating, testing, and sharing new ideas for effective design.
A community of practice: innovating, testing, and sharing new ideas for effective **online learning** design

What is the pedagogic equivalent of the scholarly journal?

An online **collaborative community** using **digital tools** to share testable co-designed peer-reviewed adaptable learning designs

Building knowledge of online learning design
Large-scale online courses to orchestrate collaborative knowledge development by education professionals

How To Teach Online: Providing Continuity for Students

Explore online teaching with this practical course for educators designed in response to the COVID-19 pandemic.

Go to course - started 27 Apr
Large-scale online courses to orchestrate collaborative knowledge development by education professionals

FutureLearn course ‘How to Teach Online’
Running since 23 March, >80,000 teachers from all sectors
Thousands of comments in discussions of every step
  Sharing ideas and problem solutions
  Professionals collaborating to build knowledge
Edraak course (Arabic) on ‘Teaching Online’
Running since 26 April, >22,000 teachers across the MENA region
  Sharing ideas and problem solutions on Padlet
Large-scale online courses to orchestrate collaborative knowledge development by education professionals
Large-scale online courses to orchestrate collaborative knowledge development by education professionals

Participants applied their observation skills to collect data in their local environments, adding a photo and a note to explain their analysis.

As we share the challenges of people from a comprehensive design perspective. I will share some pictures from my surroundings, where you can see how to exploit magazines encroach on sidewalks specifically designed for pedestrians, as well as other insights.
The UN Sustainable Development Goals
The future of online learning

We need high quality online learning to reach all who need it, and for sustainability.

High quality online learning will focus on making the learner an active participant in learning.

A good learning design will sequence a range of types of learning.

We now have the technologies to build community knowledge about high quality online learning.
For more information about the PSCI please contact:

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About the Secretariat
Carnstone Partners Ltd is an independent management consultancy, specialising in corporate responsibility and sustainability, with a long track record in running industry groups.