

Learning to Learn

**AT THIS
VERY
MOMENT
SPACE
SHIPS
FROM THE
BEYOND
MAY BE
ON THEIR
WAY TO
DESTROY
OUR
PEDAGOGY!**



WAR of the WORLDS

- **Useful for discovering, sharing and developing pedagogic strategies and designs.**
- **Introduction reveals existing pedagogic practice and values.**
- **Makes staff development almost inevitable**

- The Learning to Learn (L2L) project is part of the JISC Exchange for Learning Programme (X4L) and is developing reusable learning objects to support learning/study skills.
 - ◆ PEDAGOGIC FRAMEWORK:
- Uses a pedagogic framework based on the work of Tom Shuell and ideas presented in the JISC funded report *Effective Networked Learning in Higher Education* (2000).

- **Use a common vocabulary to describe pedagogic strategies by an existing community of practice - study skill tutors**
- **Good target group - dedicated and educationally savvy**

- **It's teaching Jim - but not as we know it...**
- **Who's we?**
- **Where teachers are in reality**
- **Using our Pedagogic Framework - 2 problems**
 - ◆ Discussion not common
 - ◆ Terminology is rebarbative

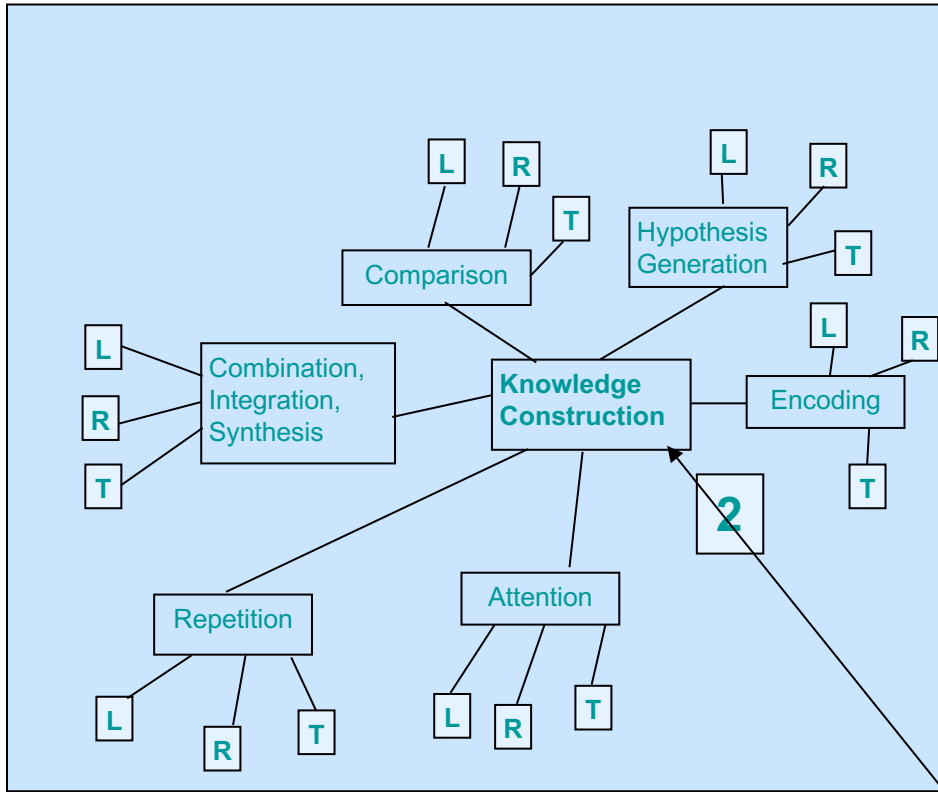
Define Learning Expectations
Prior knowledge activation
Motivation
Combination, Integration,
Synthesis
Attention
Encoding
Comparison
Repetition
Hypothesis Generation

Feedback
Evaluation
Monitoring

Can be activated by:
Learner
Teacher
Resource

- **Better to work outwards from teachers existing conceptions and terminologies**

- **Back to:**
 - ◆ **Prepare**
 - ◆ **Teach**
 - ◆ **Review**

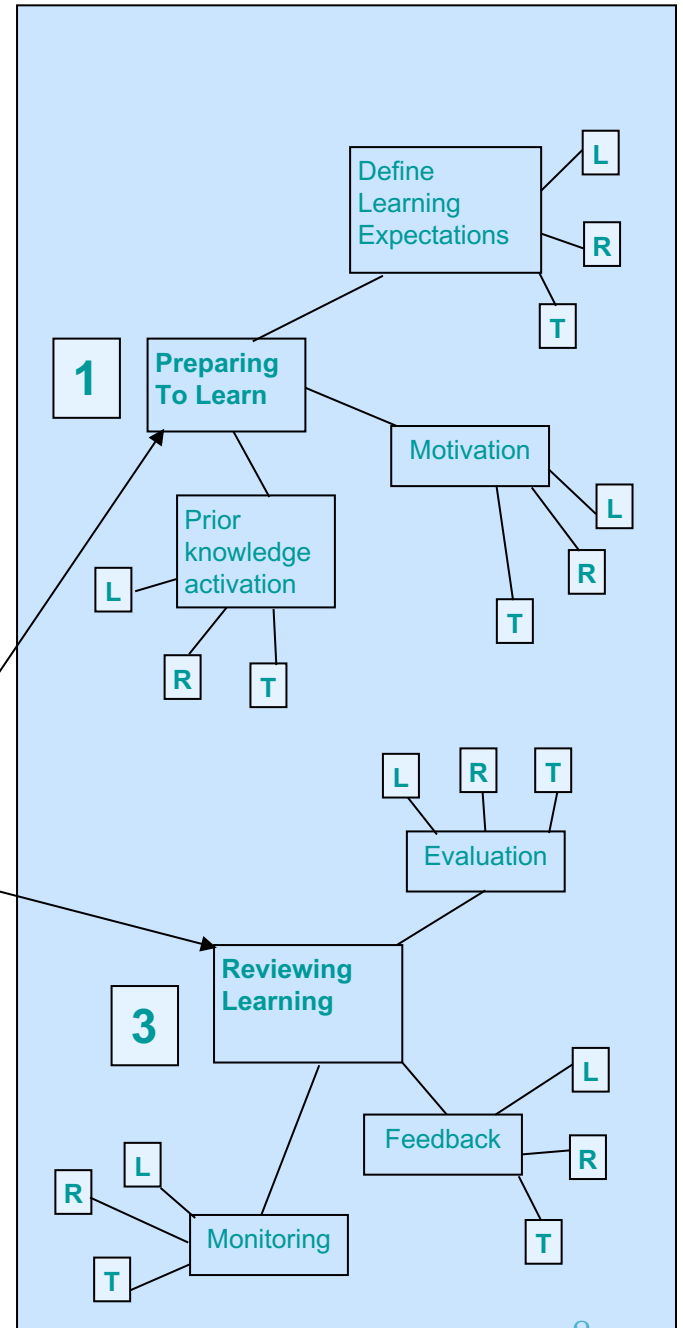


Knowledge Construction Activities



- L Learner
- R Resource
- T Teacher

Learner Management Activities



- **A Bridge between Cog. Psy. and ID - important for the UK**
- **Lessons for uptake of Learning Design....**
- **Too abstract**
- **Strongly implicit organisational model in LD & Los**
- **Industrial approach**
 - ◆ **Division of Labour**
 - ◆ **Design Intensive**
 - ◆ **Design once run many**
 - ◆ **Change of roles**

The Learning Design Continuum

A

B

C

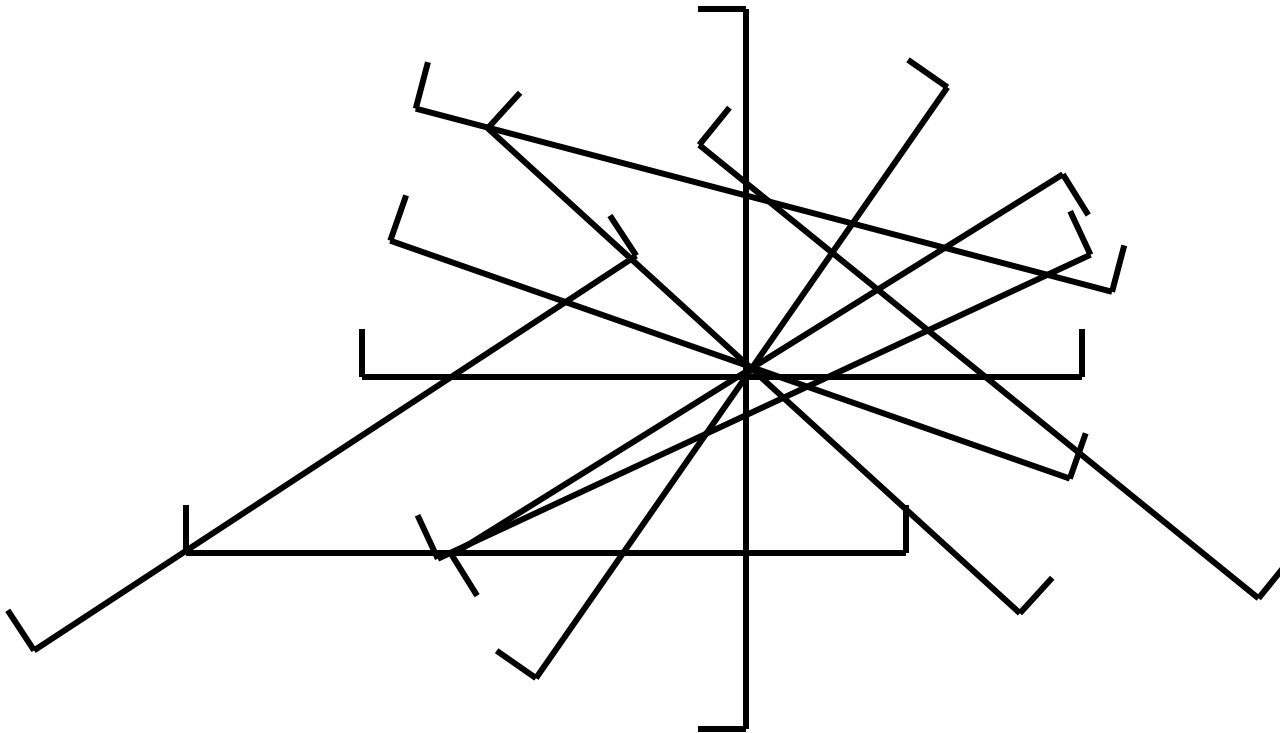
LD Levels

A - Basics and Sequence

B- Properties and Conditions

C - Notifications

Many Continuums



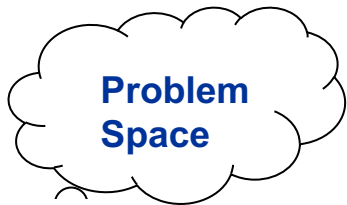


- **LD and LOs as Boundary Objects (Wenger) for CoPs.**
- **They Need to Carry some Context and offer possible Generalisations (Toshiba)**
- **Lessons from AI Knowledge Elicitation for LD?**



Where Teachers Are: Operating at Levels 1, 2 & 3 of Ramsden's Model of HE teaching

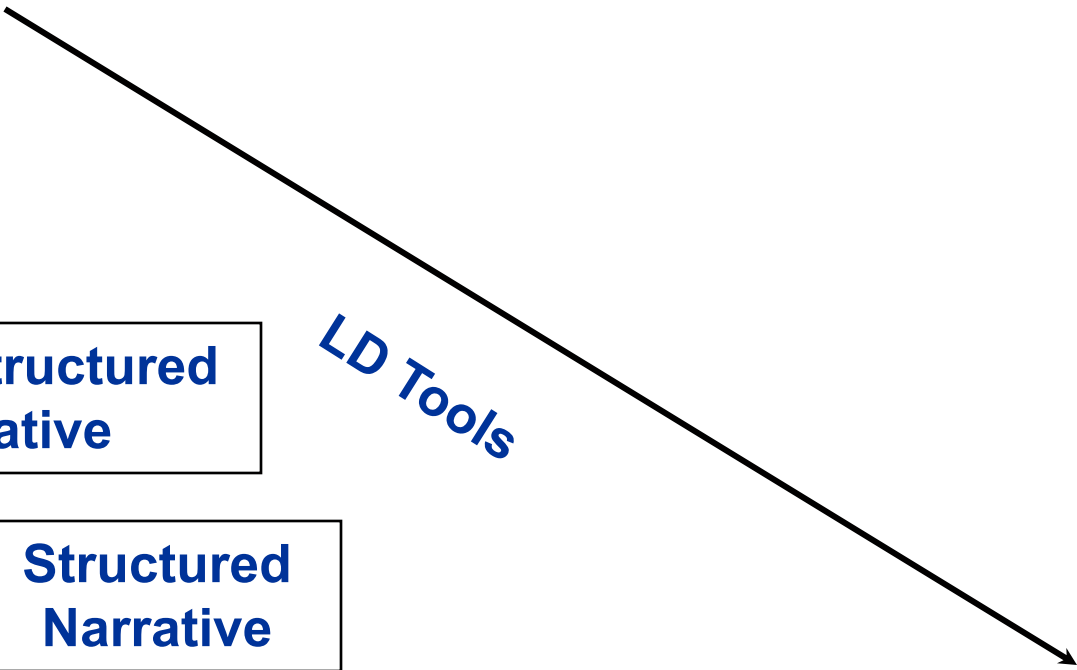
'Craft' Style Communication with Artefacts and Primitives



Semi - Structured Narrative

Structured Narrative

LD Tools



A(1) B (2) C(2.5)

3

- **“That we develop only intra-disciplinary libraries of learning objects is not a bad thing. It is simply so much less than what could be. If we do develop these boundary spanning resources and strategies, there is a genuine opportunity for a critical revolution in knowledge production.”**
- **Anderson 2003**
 - **End**