Learning Design Model for eLearning

LEARNING TARGETS?

LEARNER NEEDS?

RESOURCES AVAILABLE?

COMMUNICATION STRUCTURES

RESOURCE MATERIALS

FORMATIVE ASSESSMENT OPPORTUNITIES

MODEL OF INSTRUCTION?

PLAN

CREATE

LEARNING TASKS

LEARNER

OUTCOMES

ACTIVE STUDENT LEARNING

ASSESS

IMPLEMENT

TEACHER SELF REFLECTION

LEARNER FEEDBACK

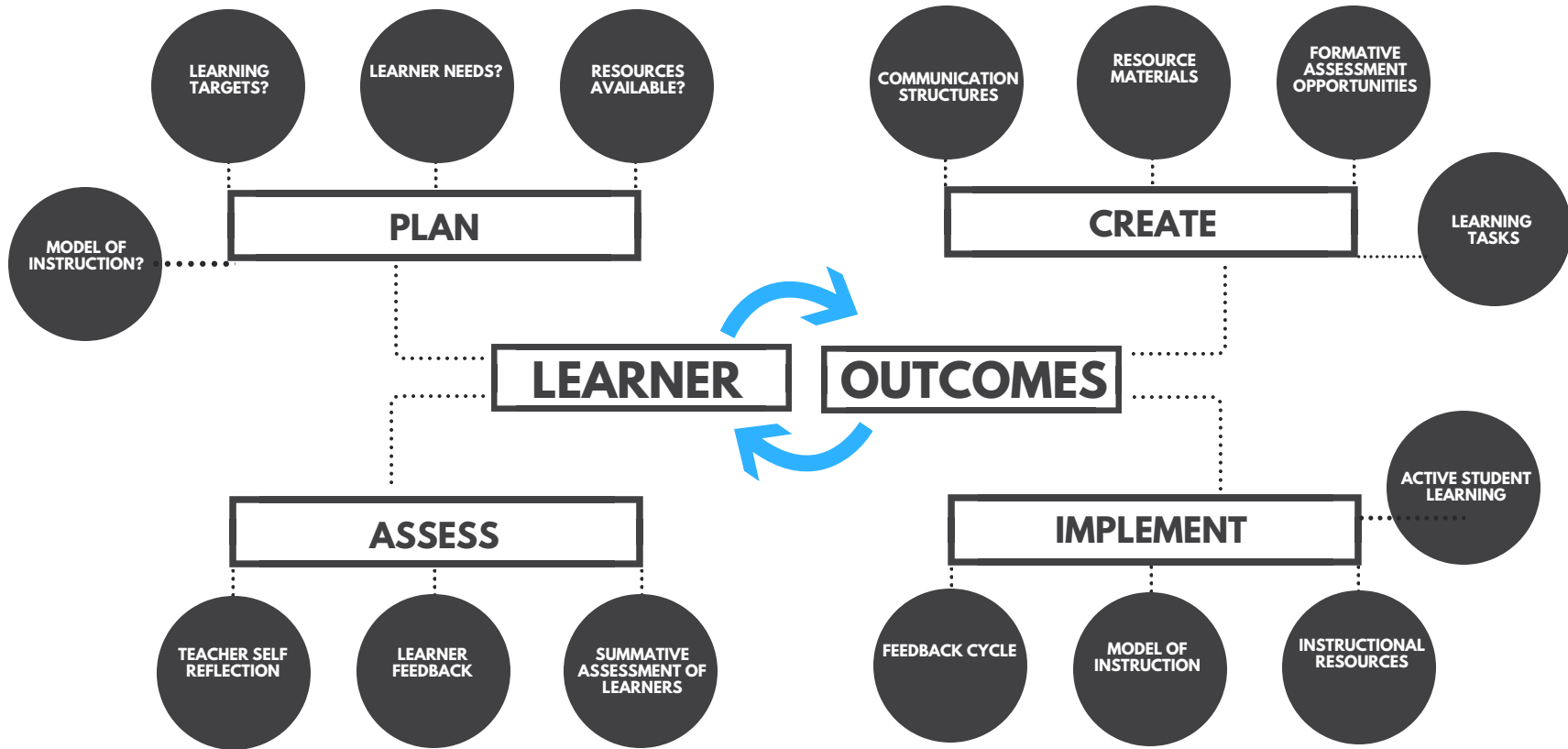SUMMATIVE ASSESSMENT OF LEARNERS

FEEDBACK CYCLE

MODEL OF INSTRUCTION

INSTRUCTIONAL RESOURCES

Melissa's Learning Design Model for eLearning

In the learning design model for eLearning that I have developed, the learners and the learning objectives are at the core of the model. Both the learners and the targeted learning outcomes will impact each step of the model, with the unique prior understandings, strengths and needs of the learners, and the nature of the focus field of study setting the direction when planning, creating, implementing and evaluating the program.

Step 1: Plan

This first step of the model involves considering the key elements that will impact the form and style of the program. The first key elements to consider are the learners and learning objectives. Who are the students that this program is being developed for? What background knowledge and experiences do they bring to the table, what are their strengths, and what are their needs? What are the targeted learning outcomes? When working within British Columbia schools, this includes consideration of the content standards as well as both the curricular competencies and the core competencies laid out in the revised BC curriculum. What is it that we want the students to know and be able to do by the time they have completed the program being developed? Once these big questions have been addressed, it is also important to consider the pros and cons of the various instructional models, and determine which of these is the best fit for the particular learners and learning objectives. Additional consideration also needs to be given to the resources; time, money, technologies and people; that are available to support the program.

Step 2: Create

This second phase involves using all of the information gathered in the planning phase to help select and create learning tasks that are most likely to engage the learners and support them in developing the targeted skills and understandings. Activity-based tasks, such as projects, inquiry and problem solving, that have elements of choice built in to their design and emphasize the learners role in the construction of their own knowledge and understandings are more likely to be engaging and to fit within a competency-based curriculum. With these goal tasks in mind the teacher can then source and create resource materials to help the students work towards the completion of these tasks, and develop rubrics and checklists to clarify the learning targets and allow for students to reflect and self-assess as they work and learn. Creating structures within the program to promote ongoing communication between the learners and the teacher, and ideally also amongst the learners, would allow for the teacher to guide the students through the learning processes. Creation of such a feedback cycle also provides another important formative assessment piece, further strengthening the potential for meaningful learning to take place.

Step 3: Implement

In the implementation phase, the teacher is putting the learning tasks, supporting instructional resources, and feedback cycle into action. This is the point at which the students are actively involved in their own learning, and the teacher is facilitating the process within the learning environment that they have created.

Step 5: Assess

This model is intended to be a cyclical process, one in which the information gathered through this assessment step will then be used to inform the planning for ongoing revision throughout the life of the program. Once the students have worked through the program that was implemented, the teacher can begin to evaluate the effectiveness of the program through summative assessments to determine if the learners did in fact meet the learning objectives. Learner feedback on the program, possibly through surveys and conferences, and teacher self-reflections would also be valuable sources of information. The key at this step is to help ensure that decisions made about program revisions are data driven.