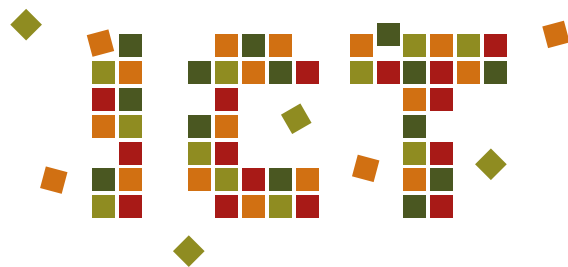


HANDS-ON



www.handsonict.eu

The HANDSON TOOLKIT

An Introduction to Learning Design through a hands-on activity

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Your mission: Design an ICT-based learning activity following a Learning Design approach
Start by sharing your context and challenge with each other

1

INTERVIEW

What is the current situation of your partner?

Describe the material and social characteristics of the environment in which you operate. Where will your project take place? Who are the main actors? Explain anything that can help others understand the opportunities and constraints you are dealing with.

- a. 8 min (2 sessions * 4 minutes each)
- b. Notes from your partners' context
- c. Switch roles & repeat interview

2

DIG DEEPER

What is the change your partner would like to see?

What do you hope to achieve? What would be different if you succeed?

- a. 6 min (2 sessions * 3 minutes each)
- b. Notes from your partners' educational challenge
- c. Switch roles & repeat interview



Focus on the students. Create a persona card for your partner

3

Find out about your partners' students; for whom he/she is designing an ICT-based learning activity

Education and experience

Role and responsibilities

Technical skills

Subject domain skills and knowledge

Motivation and desires

Goals and expectations

Obstacles to their success

Unique assets

- a. 8 min (2 sessions * 4 minutes each)
- b. Switch roles & repeat interview

4

Create a persona for your partner



Name

Gender

Age

Lives in... with... Likes...

- a. 8 min (2 sessions * 4 minutes each)
- b. Invent a persona and explain to your partner



Reframe the educational challenge considering factors and concerns

5

List key factors that can affect the implementation of the learning activity

MATERIAL

Characteristics of the physical space and the tools and objects which the actors have access to

SOCIAL

Organisational structure, grouping of and relations between various actors, conventions and norms

INTENTIONAL

Beliefs, desires, motivations, expectations, and mental or emotional barriers of individual actors

Individual: 4 minutes

6

Ask for your partner's concerns taking into account the persona card, the context and related factors

A concern that <persona name> that is <role> is...

8 min (2 sessions * 4 minutes each)

Define the learning objectives for the ICT-based learning activity

7

Think about your learning objectives. Circle those verbs that apply to your activity

After finishing this learning activity the students you are designing for should be able to [use action verbs as shown below depending on what you want to do]

In case you want...

use the following action verbs or similar

your students to better understand a concept, model, relationship, theory, perspective

describe • define • compare • identify • explain • give example

your students to apply a concept, model, theory

illustrate • calculate • draw • demonstrate • estimate • measure

to stimulate critical thinking

analyse • classify • determine • interpret • query • examine

your students to develop practical problem solving or decision making skills

advice • consult • predict • debate • evaluate • justify • judge

to stimulate creativity

compose • transform • construct • design • develop

your students to develop some performance skills

conduct • execute • operate • perform • produce

your students to develop metacognitive skills (learning how to learn)

reflect • self-assess • self-regulate • self-monitor • identify your learning styles and barriers

to target attitudes, ethics, moral principles, values, beliefs

express • feel confident • inspire • mobilize • motivate • negotiate • collaborate •
nurture • respect • respond sensitively • take responsibility • value • commit to •
get excited about • tolerate • care for • resolve conflict • suspend judgement

to consider the communication spectrum

collaborate • moderate • negotiate • debate • comment • online meeting • review •
question • reply • post and blog • network • contribute • chat • instant message • text

Individual: 4 minutes

8

Refine the learning objectives with your partner's help

Share your selected action verbs and get feedback from your partner.

Explain the learning objectives taking into account the SMART criteria: Specific, Measurable, Attainable, Realistic, Time-bound.

8 min (2 sessions * 4 minutes each)



Evaluate. Get feedback from your peers

9

Turn left and share your designed learning activity with another peer. Write down his/her feedback.

10 minutes (2 sessions * 5 each)

10

Turn right and share your designed learning activity with yet another feedback. Write down his/her feedback.

8 minutes (2 sessions * 4 each)



Some tips to have in mind when providing feedback: Are the learning goals clear? Is the learning activity targeted to a specific audience? Is the context taken into account? Does the behavior required to the students/participants adequate for the learning objectives?

Iterate based on feedback

11

Wrap-up by developing a scenario that includes the changes coming from your feedback

ACTORS

(who is involved?) Jane, a 21 year old student living in..., working part-time... John a 54 year-old lecturer who can't stand social media...

GOALS

(why?) Jane wants to..., John wants to... We (the designers) want to..., the funders want to...

SETTINGS

(where & when?)
Most of the action happens in...

OBJECTS

(what things are involved?)
mobile phone, laptop, overhead projector

ACTIONS

(what do actors do?)
Jane gets up one day and...

EVENTS

(what happens to actors?)
Jane realises she is getting nowhere with...
The projector breaks down...

RESULTS

(what is achieved?)
Jane gets a certificate in... and good references for...

YOUR DESIGN

(what role does your design play?)
The app we are design will help... to...

Individual: 5 minutes

12

Select 3 possible ICT-tools to implement your ICT-based learning activity

Individual: 5 minutes



Ready to run the ICT-based learning activity in your classroom? Go to <http://handsonict.eu/> and fill in the learning activity template.