Exploring the relationship between pedagogic decision-making and digital learning behaviours: activity design

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Abstract

This workshop will provide participants with an opportunity to explore the role of learning activity design in influencing the ways in which higher education students learning primarily online, choose to respond to the pedagogic intention of educators and learning designers.

In the workshop participants will use Ketso, a collaborative learning workshop format (fuzzy felt for academics!) to critically engage with an emerging definition of learning behaviours, which the facilitator is researching as part of a Doctorate of Education with The Open University.

The facilitator has derived this emerging definition from the strategies, tactics and actions outlined in Constructivist approaches to Learning Activity design (Beetham et al., 2020), Self-Regulated Learning Theory (Schunk, 2020), underpinned by Complexity Theory (Kuhn, 2007).

The collaborative and conversational structure of Ketso will support participants to take this emerging definition of learning behaviour and put it through its paces, formulating ways in which pedagogic intention might link to learning behaviours, or influence students' choices in their approach to learning online.

Pushing back firmly on behaviourism, the emerging definition and the facilitator's associated research seeks to challenge the definition of learning behaviour commonly being used to describe proxy data ('behavioural traces') gathered through learning analytics via virtual learning environments (VLEs). There is an argument that this can restrict the view of student engagement in learning activities to that which is observable via a learning environment, and which arguably oversimplifies the 'muddy real-life' nature of learning (Wasson, 2020).

The long-term intention of this research is to articulate a more holistic, complex picture of student engagement within activity design for digital/online learning, and workshop participants will be encouraged to consider the relevance of this to their practice.

Keywords: Learning activity design, Digital learning, Learning behaviours, Ketzo

Outcomes

1) Participants will explore and challenge the emerging definition of learning behaviours being suggested.
2) Participants will collaboratively discuss ways in which activity design may influence learning behaviours, in terms of choices students make in engaging with the pedagogic intention of an activity.
3) Participants will consider the enabling and blocking factors associated with an activity design model for digital/online learning that foregrounds learning behaviours that may not be captured through Learning Analytics.

Structure

60 minutes

Ideally between 20 and 30 participants.

Participants are divided into three groups and will work together using the Ketso workshop structure to respond to structured questions. The outputs from the workshop take the form of mapped conversations.

Biography

Elizabeth Ellis is a Second Year EdD Student at The Open University. Her project is called 'The influence of activity design on the learning behaviour of distance learning students'. She is currently Head of Online Learning at Swansea University.

References

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