Enabling active learning through technology: Use cases, instructional design and delivery responsibilities

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User-led design reflects a paradigm shift in pedagogic practice, re-envisioning the role of students as producers rather than consumers of learning (Bruns, 2006). Implicit in this design approach is an acknowledgement that students have the skills and capability to engage in collaborative knowledge creation activities and to develop their learning as producers of 'content' (Bruns, Cobcroft, Smith & Towers, 2007).

Through a presentation of case examples from the University of York, we will report on how user-led principles have been applied to the design of blended learning courses, with learning technology 'designed in' to support active learning opportunities for our students. The blended courses each incorporated activities encouraging student to develop their own learning and teaching resources, engaging them in the mastery of key skills and concepts.

We will use the case examples to stimulate a broader discussion on effective design approaches to support student-led teaching and content creation activities. We will then go on to discuss the instructional responsibilities associated with the successful delivery of student-led activities. Research tells us that instructional support for online learning requires differing strategies to facilitate effective group learning and participant-led activities (Harper & Nicolson, 2013; Salmon 2004) and can lead to instructors assuming different roles in their online interactions with students (Danielsen & Nielsen, 2010).

Reflecting on the case studies, we will discuss common challenges that instructors may face in the design of student-led activities and will present strategies for the effective delivery of student-led teaching and content creation activities.

References

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