Empowering Teachers as Learning Designers through a Learning Analytics integrated Learning Design Studio

Pedagogy matters in the deployment of technology to support teaching and learning. However, there is a lack of comprehensive design frameworks and design tools that guide the complex decisions from course level design down to the social organizational and resource design at the individual learning task level. The lack of such a framework is also limiting the appropriate deployment of learning analytics and visualizations to provide learning design (LD)-aware feedback to teachers and learners. The COVID-19 pandemic has accentuated the burden of designing pedagogically appropriate digital technology use on teachers as learning designers when they face the challenge of customizing their course designs at short notice in response to different severity levels of social distancing. In this talk, I will present a technology tool—the *Learning Design Studio (LDS)*—and the Learning Analytics (LA) integrated multilevel pedagogical framework that underpins it. The LDS also provides scaffolding to learning designers on how to incorporate collaborative inquiry-oriented pedagogy into different subject disciplinary contexts to address targeted student learning outcomes. LDS supports the sharing of LDs as well as the abstraction and adaptation of design patterns, thus also serving as an empowering platform for teachers as a community of learning designers.

Bio

Nancy Law is a professor in the Faculty of Education at the University of Hong Kong and the Founding Director for the Centre for Information Technology in Education. She is a Fellow of the International Society of the Learning Sciences. Her research focuses on designing technologies and learning architectures for scalable technology-enhanced learning-innovations. Professor Law received a Humanities and Social Sciences Prestigious Fellowship Scheme Award by the HKSAR Research Grants Council in 2014 in recognition of her research in scalability of technology-enhanced learning innovations. She is currently spearheading projects in three related areas: implementation and refinement of multilevel network models of innovation as sociotechnical co-evolution, and investigation of students' development as digital citizens from childhood to early adulthood, and the design and implementation of a learning analytics integrated learning design platform to empower teachers as learning designers.