University of Huddersfield Repository

Gibbs, Graham R., Clarke, Dawn, Teal, Andrew, Lewins, Ann and Crowley, Colm

Learning Theory and RLOs: The REQUALLO Experience

Original Citation


This version is available at http://eprints.hud.ac.uk/8882/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/
Learning Theory and RLOs: The REQUALLO Experience

Graham R Gibbs, Dawn Clarke, Andrew Teal
Centre for Research in the Social Sciences, University of Huddersfield
(with Ann Lewins (U. Surrey) and Colm Crowley
(U. Greenwich))
REQUALLO

- HEA funded
- 6 exemplars based on real researchers
- Across disciplines and methods
- Produce RLOs - reusable learning objects
The First Challenge

Much learning theory assumes that the teacher or designer has total control over learning environment.

BUT

- Rarely true for most teachers
- Especially not true for designers of OERs and RLOs
**RLOs** (= Resusable Learning Objects) usually found in:

- Concrete, factual based, non-contested topics
  - Chemical properties and reactions
  - Beams in engineering
- **BUT** QDA more like
  - Physical skill (gymnastics)
  - Creativity (textile design)
  - Contested (philosophy)
Second Challenge: Teaching Creativity

- Doing qualitative analysis is a creative process.
- E.g. grounded theory - produce a novel explanation.
- Or data are novel so they need different interpretation.
- So teacher must encourage creativity in students - not simple routines.
Responses to the design challenges

1. Multiple entry points
2. Vicarious learning
3. Support to do things differently
4. Focus on process
Multiple entry points

- Provide a number of entry points
- Some guidance to learners about which to use
- Make it easy to move to other points (good UI)
- Allows for undergrad and postgrad users
- Guidance
- Academic on analysis = advanced
Vicarious learning

- This is learners learning by seeing or experiencing others’ learning.
- Done via case studies of students describing their own, sometimes hesitant, even chaotic learning
- Frances on trying to sort out analysis
Support to do things differently

- Support learners to move away from the familiar and formulaic
- Be creative by dealing with things differently, something new.
- Try to discourage steps or stages
- Offer a variety of approaches, no ‘best’
- Weeding example
Focus on process

- Learning to be creative means focussing on process not outcome.
- Teacher cannot specify final product or even provide a *pro forma*
- Examples are not provided to be copied
- **Video on role of theory.**
Conclusions

- RLOs can support teaching about creativity
  - May not be as responsive as human teacher can be, but is always available.
- User Interface and multiple entry points to deal with different learning needs
  - Short narratives/lessons to avoid too much fragmentation
- Resources open and available (for re-use)
- RLO not perfect, BUT usable with large numbers