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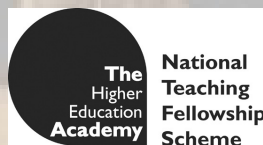
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Learning Theory and RLOs: The REQUALLO Experience

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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