

# Educational Technology Research and Development

## Influencing the Design Outcome

--Manuscript Draft--

<b>Manuscript Number:</b>	ETRD-D-20-01021
<b>Full Title:</b>	Influencing the Design Outcome
<b>Article Type:</b>	Development Section (Lin)
<b>Keywords:</b>	Instructor design practices; novice designer; instructional designer; reflection; humanizing pedagogy, culturally responsive; flexible pathways; non-systematic designs
<b>Corresponding Author:</b>	Camille Dickson-Deane University of Technology Sydney Sydney, New South Wales AUSTRALIA
<b>Corresponding Author Secondary Information:</b>	
<b>Corresponding Author's Institution:</b>	University of Technology Sydney
<b>Corresponding Author's Secondary Institution:</b>	
<b>First Author:</b>	Camille Dickson-Deane
<b>First Author Secondary Information:</b>	
<b>Order of Authors:</b>	Camille Dickson-Deane
<b>Order of Authors Secondary Information:</b>	
<b>Funding Information:</b>	
<b>Abstract:</b>	Bennett, Agostinho and Lockyer's (2017) work on teachers design practices addresses the exact activities that teachers had to complete in order to quickly shift to a digital form of delivery. The pandemic required teachers to modify their pedagogical designs and deliveries to reduce the risk of harm to themselves and those in their care. For many, switching from one mode of delivery (i.e., face to face) to a digital format meant that the appropriate designs had to be sacrificed to meet deadlines. Deadlines which were, in most cases difficult to achieve. The following summarizes eight essays from scholars, researchers and practitioners all providing much needed guidance to support this pivot to the digital space.

Running heading: Executive Summary – Bennett et al (2017)

## Influencing the Design Outcome

Camille Dickson-Deane<sup>1</sup>

University of Technology Sydney

### Author Note

Camille Dickson-Deane PhD, is a Senior Lecturer Higher Education Learning Design at the University of Technology Sydney. She has a MSc in Software Development and Management and a PhD in Information Science and Learning Technologies from the University of Missouri-Columbia, USA. Dr. Dickson-Deane is a Fulbright and Organisation of American States (OAS) scholar who has published journal articles, book chapters and media pieces whilst also producing artefacts, completing expert reviews and conducting evaluations on learning designs. Her research interests include pedagogical usability, individual differences and crafting methods to observe online learning designs in situ.

<sup>1</sup>Corresponding author:

**Camille Dickson-Deane PhD PMP**

Senior Lecturer Higher Education Learning Design

Faculty of Science

University of Technology, Sydney

PO Box 123, Broadway

NSW 2007, Australia

T: +61 2 9514 1655

E: [camille.dickson-deane@uts.edu.au](mailto:camille.dickson-deane@uts.edu.au)

### Compliance with Ethical standards

There were potential conflicts of interest as this is not a research contribution

**Abstract**

Bennett, Agostinho and Lockyer's (2017) work on teachers design practices addresses the exact activities that teachers had to complete in order to quickly shift to a digital form of delivery. The pandemic required teachers to modify their pedagogical designs and deliveries to reduce the risk of harm to themselves and those in their care. For many, switching from one mode of delivery (i.e., face to face) to a digital format meant that the appropriate designs had to be sacrificed to meet deadlines. Deadlines which were, in most cases difficult to achieve. The following summarizes eight essays from scholars, researchers and practitioners all providing much needed guidance to support this pivot to the digital space.

## Influencing the Design Outcome

### Abstract

Bennett, Agostinho and Lockyer's (2017) work on teachers design practices addresses the exact activities that teachers had to complete in order to quickly shift to a digital form of delivery. The pandemic required teachers to modify their pedagogical designs and deliveries to reduce the risk of harm to themselves and those in their care. For many, switching from one mode of delivery (i.e., face to face) to a digital format meant that the appropriate designs had to be sacrificed to meet deadlines. Deadlines which were, in most cases difficult to achieve. The following summarizes eight essays from scholars, researchers and practitioners all providing much needed guidance to support this pivot to the digital space.

**Keywords:** Instructor design practices; novice designer; instructional designer; reflection; humanizing pedagogy, culturally responsive; flexible pathways; non-systematic designs

## Influencing the Design Outcome

Bennett, Agostinho and Lockyer's (2017) work on teachers design practices addresses the exact activities that teachers had to complete in order to quickly shift to a digital form of delivery. The pandemic required teachers to modify their pedagogical designs and deliveries to reduce the risk of harm to themselves and those in their care. For many, switching from one mode of delivery (i.e., face to face) to a digital format meant that the appropriate designs had to be sacrificed to meet deadlines. Here, defining "appropriate" for a digital format requires knowledge, planning and expertise to produce a pedagogic solution suited to the educational context. Bennett et al's (2017) provides a lens of what is "appropriate" through the mapping of experienced teacher's design efforts. These efforts demonstrated iterative, reflective and elaborative activities which were used to produce learnings. The study illustrated a model with detailed paths used to action an instructional design process regardless of discipline for both new and existing curriculum, thus outlining the complexity of the process, the skill required to execute and thoughts needed to act as driver to achieve learning outcomes (Goodyear, 2015; Jonassen, 2008).

The responses to this study highlight opinions that are grouped into two categories. These responses stayed true to Goodyear's (2015) statement that "design is not a panacea" (p. 28) and that with more planning and capacity to design there will be benefits for all of the stakeholders. The two themes are:

1. *Those who design for learning:* Here, Kanjanapongpaisal and Antee (2020) discuss the characteristics of the study's population that was not included (i.e., novice teachers) by asking key questions surrounding novice teachers and their design practices. Additionally, Lohman's

(2020) response focused on those who typically assist teachers with these design activities. In her response, she discusses how to resource the support for these activities with instructional designers (IDs) with the understanding that different needs require different approaches.

2. *The practice of designing for learning*: The responses here suggested when pivoting quickly to the digital space, design practices should include the use of systematic models and tools to support teachers in their development processes (Connolly and Hall, 2020); have teachers deliberately reflect as part of the design process (Hrastinski, 2020), use non-systematic design cycles (Lee, 2020), include humanizing pedagogical and/or pedagogy of care (Karakaya, 2020), consider culturally responsive designs (Engerman and Otto, 2020) and create flexible pathways for teachers to engage in the practice of design (Galyen, Meekins and Kilgore, 2020)

These responses address some of the considerations that teachers in all sectors struggle with, during the pandemic. Additionally, there are gaps in the literature where more support can guide these transitions:

- Measuring intent versus actual design practices (Whitford, 2020)
- Contributions of design practices from parts of the world where the current research/literature is in other languages or rarely found in English publications
- Learning designs that use contextual weakness and turn them into achievable outcomes (e.g., environments with limited ICT infrastructure or weather patterns such as hurricanes or earthquakes)
- Designs that change cognitive constructs (Individual differences literature)
- Policies that can promote more professional development education for the teaching profession

All of these and more can close some of the gaps in the literature which can support these and similar situations, like the pandemic, in the future.

## References

- Bennett, S., Agostinho, S., & Lockyer, L. (2017). The process of designing for learning: Understanding university teachers' design work. *Educational Technology Research and Development*, 65(1), 125–145. <https://doi.org/10.1007/s11423-016-9469-y>
- Goodyear, P. (2015). Teaching as design. *Herdsa Review of Higher Education*, 2, 27–50.
- Jonassen, D. H. (2008). Instructional design as design problem solving: An iterative process. *Educational Technology*, 48(3), 21.
- Whitford, T. (2020) "We need to provide structure, but with open arms" An exploration of intent and practice of social learning design by teachers", doctoral research presentation at the Melbourne Centre for the Study of Higher Education, 21<sup>st</sup> April, 2020.

## Responses papers in the shifting to digital special issue

Lee, 2020

Hrastinski (2020)

Kanjanapongpaisal and Antee (2020)

Lohman (2020)

Connolly and Hall (2020)

Karakaya (2020)

Engerman and Otto (2020)

Galyen, Meekins and Kilgore,(2020)