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# Scale-up of the Artisans: Creating practices, systems & tools for a team of learning designers

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As institutions seek to increase their capacity in various modes and models of instruction, they are relying more heavily on learning designers to implement these projects. This has created a need to scale-up beyond the artisanal approaches and practices of traditional learning design. This presentation will explore the development of collaborative practices, the use of learning patterns and the development of a new tool, the Smart Storyboard, to help meet the needs of a scaled-up learning design team.

Keywords: learning design, learning patterns, storyboard

The learning designer traditionally worked in isolated pockets of an institution as a support function to enhance learning and teaching. Often working as solitary artisans, they labour to craft bespoke solutions with a minimal set of available tools. As institutions seek to increase their capacity in various modes and models of instruction, they are relying more heavily on learning designers to implement these projects. This shift from a support function to a leadership one has created a need to scale practices beyond the artisanal approaches of traditional learning design.

Rather than fall into the trap of highly templated courses that are the purview of most Online Program Managers (OPMs) and commercial operators — how can universities maintain the bespoke nature of their own courses and embed the unique attributes of their academic staff?

This presentation will outline the work undertaken at the University of Adelaide and the learning designers that form the Online Programs Team who are leading the scaling up of operations in the online space. This role includes thinking about program rather than course development, how to develop many courses over a multi-year timeline, working together as a team on projects with tight timelines and strict deadlines, and rotating academic staff.

We will share our course development process and how we have embedded agile learning design principles (Klapdor, 2021) into our work. The team have created a language for learning to enable us to have a common vocabulary based on Laurillard's (2002) set of 'learning types' in her Conversational Framework. The learning types align to an array of 'learning activities', common elements of a course where students spend their time. From the activities, we then derived a set of 'learning patterns' (Goodyear, 2005). These patterns provide the building blocks for bespoke learning experiences instead of templates that seek to maintain a strict structure. This approach differs from Laurillard's (2012) later work by focusing on a 'pattern language' (Alexander, 1977) rather than structural patterns. This differentiation, in effect, creates a tool to design *with* rather than *for*. The patterns provide us with the Lego pieces to build a tailored course with the benefit of providing scaffolding for the course author.

We will demonstrate one of the new tools we have created and are currently piloting to improve efficiency, increase clarity and design better courses — the Smart Storyboard. This tool combines the learning types, activities and patterns into a collaborative authoring platform with built-in reporting functions and communication mechanisms in a Learning Management System agnostic tool. The tool uses a modular approach to structure the course, allowing for more granularity of the work required to create the course, roles and responsibilities, and the project's overall status. The tool is being developed with our Media Production team to help improve collaboration and efficiency between our two teams. The tool allows both teams to adopt agile working methods, incremental and piecemeal development, and decrease build time. With a successful pilot complete, it is now being trialed by other learning design teams within the University.

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