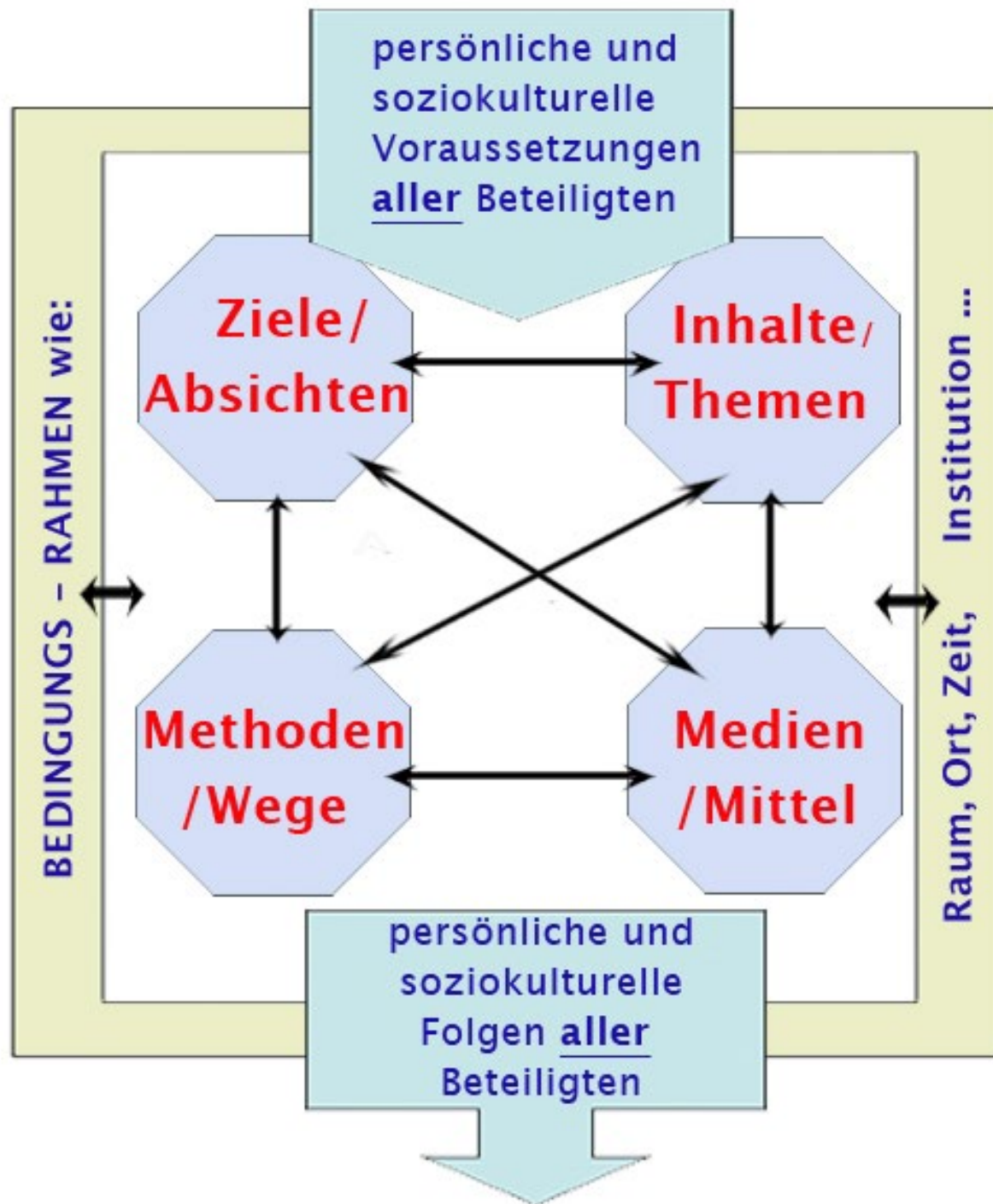


Entwicklung von Learning Designs aus den DigiTeLL Lehrkonzepten

Angela Rizzo, Imran Hossain,
Ekaterina Soroka, Dr. David Weiß, Prof. Dr. Alexander Tillmann

Workshop 20. Juni 2023
Goethe-Universität Frankfurt am Main

„Berliner Modell“ der Didaktik

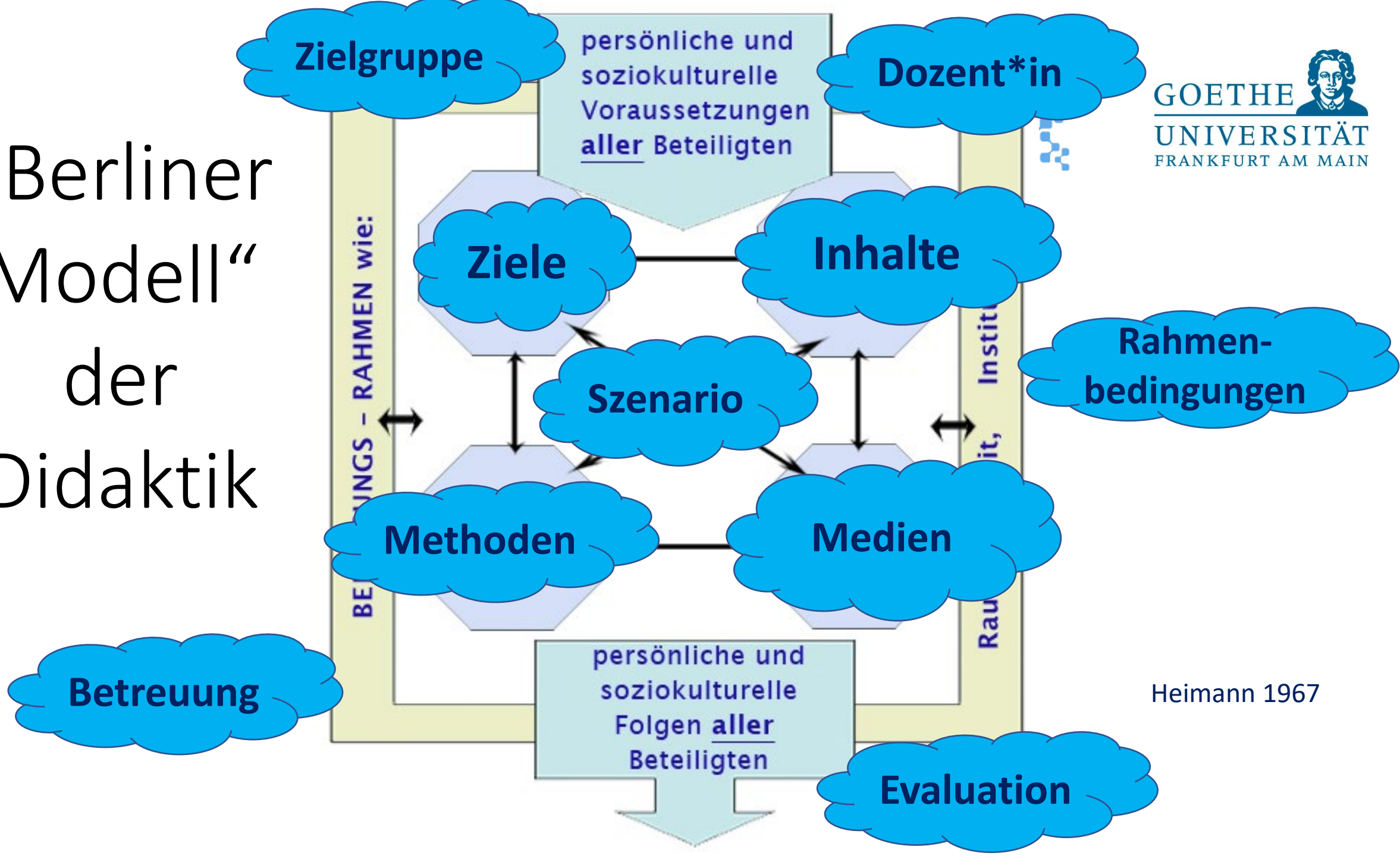


[Verlinkung zum
Vortrag: Planung
von Online- und
Blended-Learning-
Veranstaltungen](#)

Heimann 1967

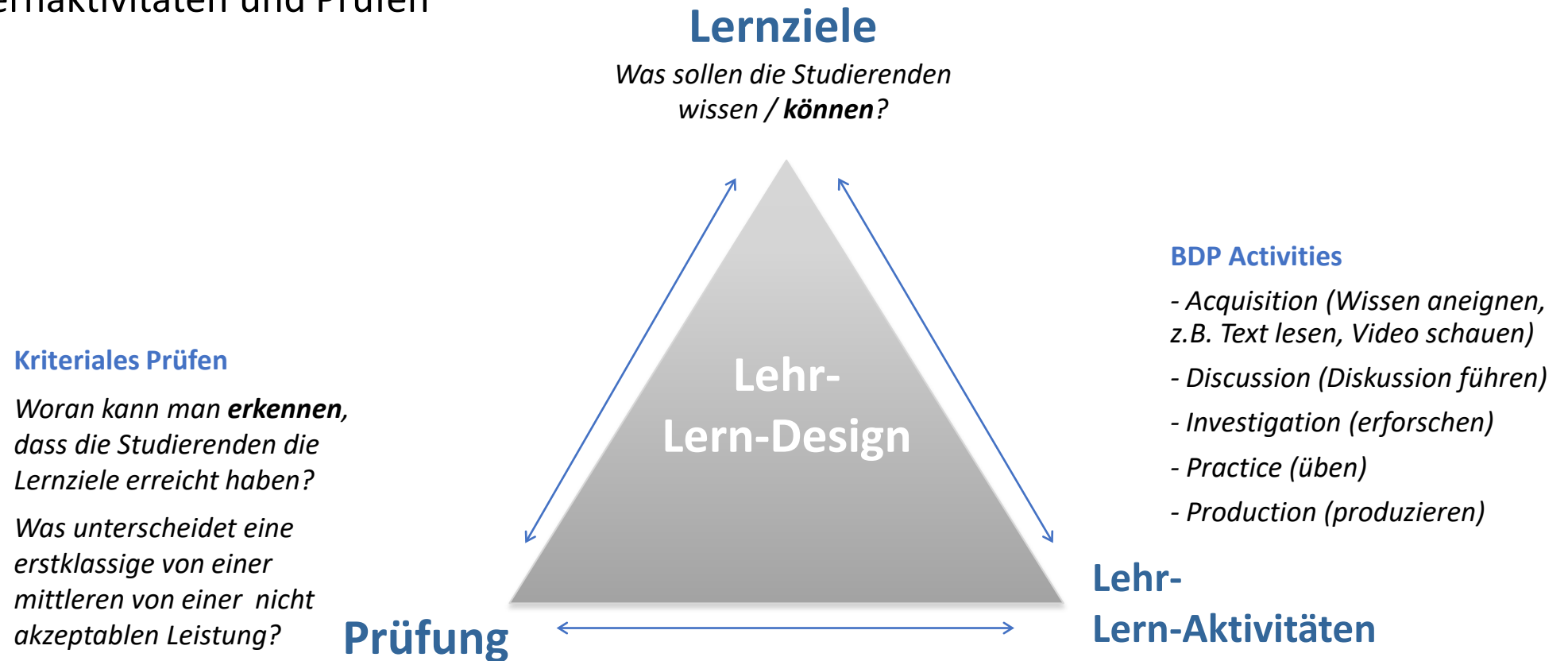


„Berliner Modell“ der Didaktik



Constructive Alignment I

- Lernziele, Lernaktivitäten und Prüfen verbinden!



Constructive Alignment II

4 Schritte zur Umsetzung

1. Formulierung **intendierter Lernergebnisse** mithilfe geeigneter Verben als Standards, die Studierende erreichen sollen.
2. Entwurf einer **Lernumgebung**, die das Erreichen der formulierten Ziele wahrscheinlich macht.
3. **Auswahl von Prüfungsaufgaben** bzw. -fragen, die es ermöglichen zu beurteilen, ob und wie gut die Leistung der Studierenden zu den intendierten Lernzielen passt.
4. Entwicklung von **Kriterien zur Bewertung** der Qualität der Prüfungsleistungen.



Lernziele

(Intended Learning Outcomes, ILOs)



- Aussagen darüber, was die Studierenden am Ende einer Lehrveranstaltung/einer Lehreinheit können sollen: Ergebnisse eines in der Veranstaltung initiierten Lernprozesses
- werden ausgedrückt:
 - aus der Studierendenperspektive
 - unter Verwendung von Verben (verhaltensnah), um auf beobachtbare und messbare Ergebnisse abzuzielen
- Möglichkeit zur Überführung in Kriterien zur Leistungsbewertung

Beispiel

- ... die Studierenden können die Grundprinzipien von guten Prüfungsaufgaben benennen.
- - Beste Leistung: Alle Kriterien können benannt werden. Schlechteste Leistung: Kein Kriterium

Lernziele - Matrix nach Bloom

Probleme lösen	Stufe	Lernziele formulieren
	6 Kreieren	„plant“, „produziert“, „generiert“ ...
	5 Evaluieren	„überprüft“, „beurteilt“, „entscheidet“ ...
	4 Analysieren	„differenziert“, „unterscheidet“, „findet Analogien“ ...
	3 Anwenden	„nutzt das Modell XY / das Vorgehen PQ, um ein Problem zu lösen“ ...
	2 Verstehen	„erläutert“, „erklärt“, „findet Beispiele“, „subsumiert“, „generalisiert“ ...
	1 Erinnern	„benennt“, „nennt“, „zählt auf“ ...

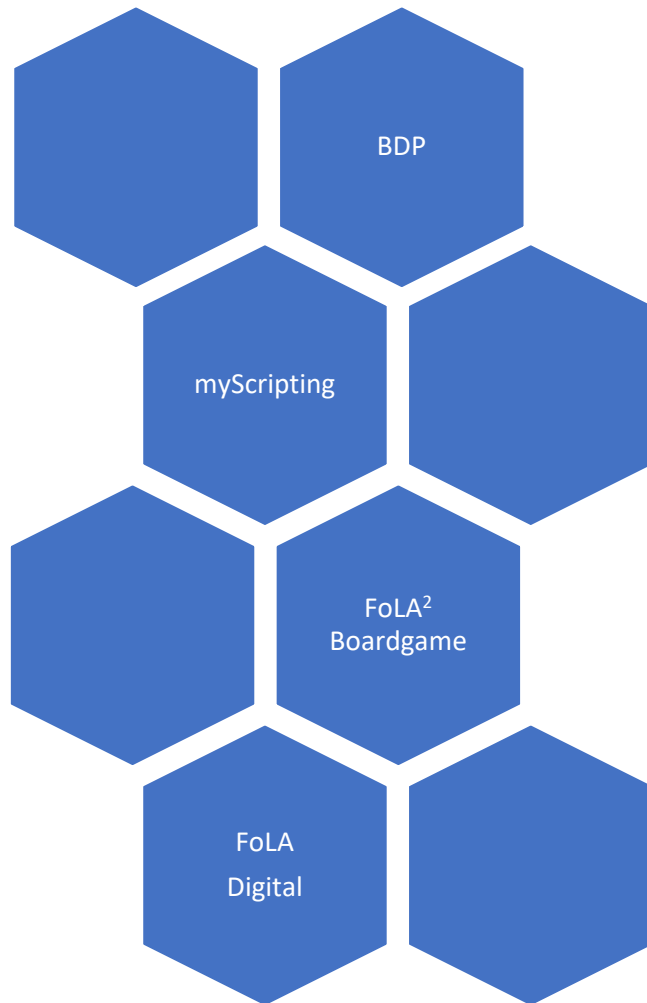
höhere kognitive Prozessdimensionen bauen auf der jeweils niedrigeren Prozessdimensionen auf und schließen diese ein

Beispiel

Die Studierenden können ...

1. die Grundlagen des transaktionalen Stressmodells (Terminologie) nennen
2. die Abläufe des transaktionalen Stressmodells erläutern
3. das transaktionale Stressmodell diagnostisch nutzen
4. das Modell des transaktionalen Stressmodells von anderen Stressmodellen unterscheiden
5. das transaktionale Stressmodells auf Einsetzbarkeit im Berufsumfeld beurteilen
6. einen Fragebogen zur Erfassung von Stress auf Grundlage des transaktionalen Stressmodells erstellen

Learning Design Tools



- Balanced Design Planning (BDP)
<https://learning-design.eu>
- myScripting - Educational Design Assistant
<https://myscripting.zhaw.ch>
[Aufzeichnung: MultimediaWerkstatt](#)
- The Fellowship of Learning Activity & Analytics (FoLA²)
<https://www.fola2.com>
- Feedback-oriented Learning Designs and Analytics (FoLA Digital)
<https://fola.s.studiumdigitale.uni-frankfurt.de>

The Fellowship of Learning Activity & Analytics (FoLA²)



Vorgehen



Lerneinheit

Activity 1

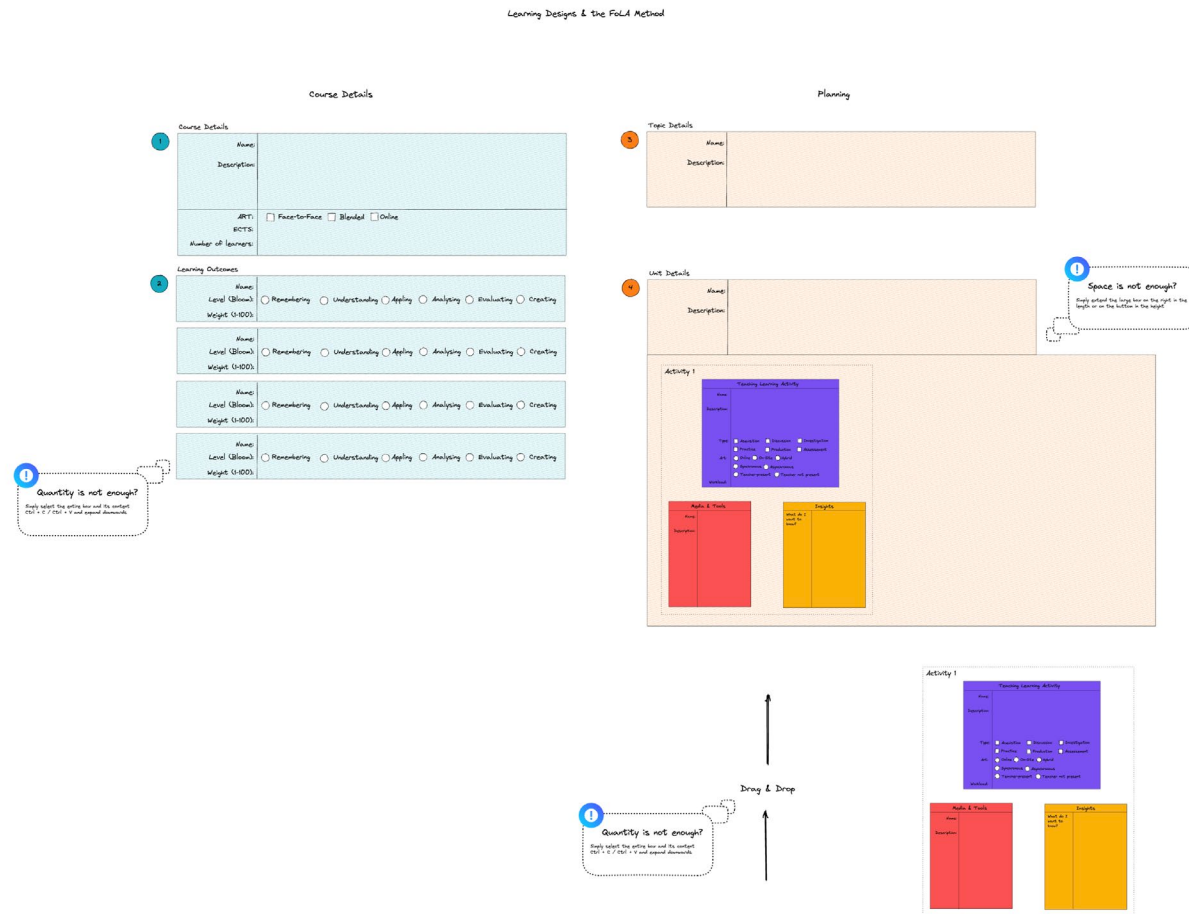
Teaching Learning Activity	
Name:	
Description:	
Type:	☐ Acquisition ☐ Discussion ☐ Investigation ☐ Practice ☐ Production ☐ Assessment
Art:	☐ Online ☐ On-Site ☐ Hybrid ☐ Synchronous ☐ Asynchronous ☐ Teacher-present ☐ Teacher not present
Workload:	

Media & Tools	
Name:	
Description:	

Insights	
What do I want to know?	

- Teaching Learning Activity
 - Typ
 - Art
 - Lernzeit
- Media & Tool
 - Wie setze ich die Lehre um?
 - [Daten]
 - [Möglichkeiten]
 - [Schnittstellen]
- Insights
 - Erfüllt meine Lehre ihren Zweck?
 - [Abhängig von TLA und Tool]

Arbeitsphase



- Sessionboard 1:
<https://tinygu.de/NPP1L>
- Sessionboard 2:
<https://tinygu.de/A9itK>
- Sessionboard 3:
<https://tinygu.de/gaQMO>

45 Minuten
3 Projekte
3 Gruppen



Ergebnisse

Learning Designer & the FoLA Method

Course Details

1

Name	
Description	
ART: ☐ Face-to-face ☐ Blended ☐ Online	
ECTS	
Number of learners	

Learning Outcomes

2

Name		☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Level (Bloom)		
Weight (1-100)		
Name		☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Level (Bloom)		
Weight (1-100)		
Name		☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Level (Bloom)		
Weight (1-100)		

Quantity is not enough?
Simply adjust the weight bar and its weight!
ECTS = 2 / ECTS = 6 and expand dimensions!

Planning

3

Name	
Description	

4

Name	
Description	

Activity 1

Planning Learning Activity												
<table border="1"> <tr> <td>Name</td> <td></td> </tr> <tr> <td>Description</td> <td></td> </tr> <tr> <td>Level</td> <td></td> </tr> <tr> <td>Weight</td> <td></td> </tr> <tr> <td>ECTS</td> <td></td> </tr> <tr> <td>Number of learners</td> <td></td> </tr> </table>	Name		Description		Level		Weight		ECTS		Number of learners	
Name												
Description												
Level												
Weight												
ECTS												
Number of learners												
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Name & Task												
Description												
<table border="1"> <tr> <td>Weight</td> <td></td> </tr> <tr> <td>ECTS</td> <td></td> </tr> <tr> <td>Number of learners</td> <td></td> </tr> </table>	Weight		ECTS		Number of learners							
Weight												
ECTS												
Number of learners												

Space is not enough?
Simply adjust the weight bar on the right in the layout or on the bottom in the layout!

Drag & Drop

Quantity is not enough?
Simply adjust the weight bar and its weight!
ECTS = 2 / ECTS = 6 and expand dimensions!

- Sessionboard 1:
<https://tinygu.de/NPP1L>
- Sessionboard 2:
<https://tinygu.de/A9itK>
- Sessionboard 3:
<https://tinygu.de/gaQMO>

30 Minuten
3 Projekte



Sessionboard 1

Learning Designs & the Field Method

Course Details

1

Name	
Description	
AVT SCMS Number of learners	☐ Face-to-Face ☐ Blended ☐ Online

Learning Outcomes

2

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100%)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100%)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100%)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100%)	

Quantity is not enough?
Please adjust the writing box and the content (min. 120 x 100) or add additional elements.

Planning

3

Name	
Description	

Unit Details

4

Name	
Description	

Activity 1

Planning Learning Activity	
Topic	
Duration	
Resources	
Activities	
Assessment	
Feedback	
Reflection	

Topic	
Duration	
Resources	
Activities	
Assessment	
Feedback	
Reflection	

Space is not enough?
Please adjust the large box on the right or the height or on the bottom or the right!

Drag & Drop

Quantity is not enough?
Please adjust the writing box and the content (min. 120 x 100) or add additional elements.



<https://tinygu.de/NPP1L>

Sessionboard 2

Learning Designs & the Field Method

Course Details

1

Name	
Description	
AVT SCMS Number of learners	☐ Face-to-Face ☐ Blended ☐ Online

Learning Outcomes

2

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Quantity is not enough?
Please adjust the entire box and the content (min. 100 x 100) to avoid overlapping elements.

Planning

3

Name	
Description	

Unit Details

4

Name	
Description	

Activity 1

Planning Learning Activity	
Activity	
Topic	
Objectives	
Resources	
Activities	
Assessments	
Feedback	
Reflection	

Name	
Description	

Name	
Description	

Space is not enough?
Please adjust the large box on the right in the layout or on the bottom in the layout!

Drag & Drop

Quantity is not enough?
Please adjust the entire box and the content (min. 100 x 100) to avoid overlapping elements.

Activity 1

Planning Learning Activity	
Activity	
Topic	
Objectives	
Resources	
Activities	
Assessments	
Feedback	
Reflection	

Name	
Description	

Name	
Description	



<https://tinygu.de/A9itK>

Ergebnisse

Learning Design & the Field Method

Course Details

1

Name	
Description	
交付形式	☐ Face-to-Face ☐ Blended ☐ Online
学期	
科目番号	

Learning Outcomes

2

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Name	
Level (Bloom)	☐ Remembering ☐ Understanding ☐ Applying ☐ Analyzing ☐ Evaluating ☐ Creating
Weight (1-100)	

Quantity is not enough?

Please adjust the writing line and the content (Max: 10,000) or add additional documents.

Planning

3

Name	
Description	

Unit Details

4

Name	
Description	

Activity 1

Planning Learning Activity	
Activity	
Duration	
Resources	
Tools	
Methods	
Assessment	
Feedback	
Reflection	

Activity 1 Check	Activity 1 Progress
Name	
Description	
Level (Bloom)	
Weight (1-100)	

Space is not enough?

Please adjust the layout line on the right or the height or on the bottom or the right.

Drag & Drop

5

Quantity is not enough?

Please adjust the writing line and the content (Max: 10,000) or add additional documents.

Activity 1

Planning Learning Activity	
Activity	
Duration	
Resources	
Tools	
Methods	
Assessment	
Feedback	
Reflection	

Activity 1 Check	Activity 1 Progress
Name	
Description	
Level (Bloom)	
Weight (1-100)	



<https://tinygu.de/gaQMO>

Balanced Design Planning

BDP My Courses About Help Ekaterina Soroka

English A2

COURSE DETAILS PLANNING ANALYSIS EXPORT

Course details

This course is for learners who have completed the A1 level and who want to prepare for the level A2 examination. That means students can understand sentences and expressions related to areas of most immediate relevance. They can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Furthermore, students can describe in simple terms their background, immediate environment and matters in areas of immediate relevance.

ECTS credits 1
Number of learners 15
Mode of delivery Online
Status IN PLANNING
Course public access 

Learning outcomes

Understanding

Listening & understanding: Can understand sentences and frequently used expressions related to areas of most immediate relevance.

25

Understanding

Reading: Can read and understand simple texts about topics from everyday life.

25

Creating

Speaking: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

25

Creating

Writing: Can write a connected text on topics that are familiar or of personal interest.

25

NEW LEARNING OUTCOME



Total weight: 100

BDP My Courses About Help

English A2

COURSE DETAILS PLANNING ANALYSIS EXPORT

Unit 1: Introduce yourself 4h, 30 min

Edit TLA

Name: Learn Vocabulary
Description: Use the materials provided and learn the vocabulary to introduce yourself.
Learning type: Acquisition
Description: Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos.
Example usage: Reading books, papers, listening to teacher presentations face-to-face, lectures, watching animations, videos...
Workload in minutes: 45
Activity delivery: Online On-site Hybrid
Synchronous Asynchronous
Teacher-present Teacher not present
Collaboration: ☐
Work in groups: ☐
Feedback: ☐
Assessment: ☐

NEW UNIT

Write a short introduction
Introduce yourself in written form: Use the vocabulary you've learned and write a short essay (150 words) about yourself, your family and what you like to do.

Introduce yourselves and get to know each other in small groups
Get together in groups of 3 and get to know each other. Take notes about your group mates, so that you can present them in class in the next session. Find out what you have in common.

Assessment Unit 1: Reading & Quiz
Students get a text about a person, they read it, understand it and answer questions in form of a quiz.



learning-design.eu

20 Minuten
3 Projekte
3 Gruppen

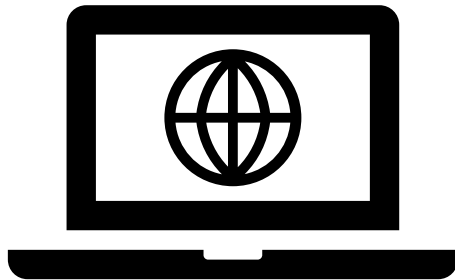


Learning Design – Online-Phase 21.06 - 05.07.23



Aufgabe:

Erarbeitung und Übertragung des eigenen Learning Designs mit dem BDP-Tool.



learning-design.eu

Teilung des Links bis zum
05.07.2023 an: digitell@sd.uni-frankfurt.de
Viel Erfolg!

Nächster Termin in Präsenz am
10.07.23 von 14:00-16:30 Uhr.

Hinweis:
[Onboarding Kurs](#) für das BDP-Tool,
hierfür ist eine Anmeldung
notwendig.