An instructional designer's POV: a love letter to Open edX and how to make it better

Presentation outline

A quick word about instructional design

Why we love Open edX

How to make it better:

- Upcoming features and improvements
- Community suggestions
- Discussion

Instructional design

" practice of creating learning experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing."

- Wikipedia, taken from Merrill et al. (1996)

" IDs help individuals and organizations, in increasingly diverse contexts, expedite learning processes through a deliberate use of learning strategies, resources and technologies."

- International Board of Standards for Training, Performance and Instruction



A love letter to Open edX

Great storytelling Good UX

Lots of practice Lots of feedback

Active learning

" A student centered approach in which the responsibility for learning is placed upon the student, often working in collaboration with classmates. " (Anonymous wizard)

" Any instructional method that engages students in the learning process. " $_{\rm 2004)}$

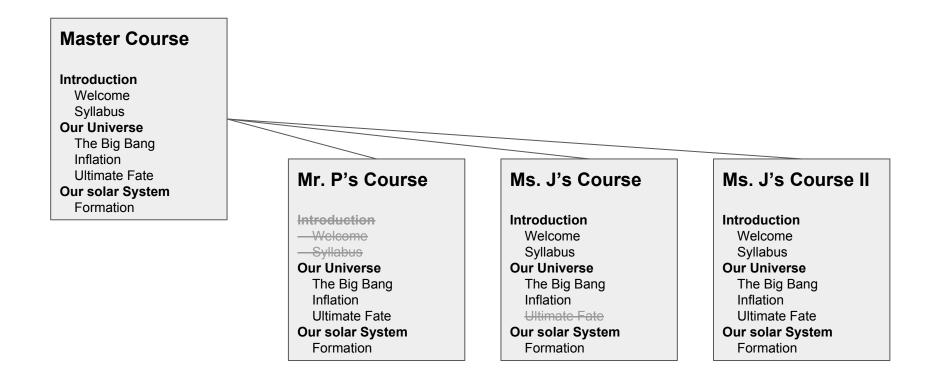
How can we make Open edX better?

New & upcoming features and improvements

Blended learning/classroom experience:

CCX Blockstore

CCX (Custom Courses for edX)



Blockstore

New way to store learning content

Content reuse Content outside of courses Adaptive learning Course templates + customization

Access to learning analytics:

Improved Problem Response Report edX Figures

Improved Problem Response Report

Easier access Multiple components at once Human-readable View/preview in-browser

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2	bmanning	Founding of Athens	Example Week 1: Getting Started > Homework	Athens has been continu	3000 years	{"correct_m	a block-v1:edX+
3	apark	Founding of Athens	Example Week 1: Getting Started > Homework	Athens has been continu	7000 years	{"score": {"r	a block-v1:edX+

Figures: lightweight analytics (WIP)

Cross-course, site-wide reports Real-time updates (or close) Lightweight deployment Flexible reporting Simpler contributions

What does the community want?

Learning outcomes

Taxonomy

Progress mechanics

Grading scheme

Course navigation

Learning outcomes

Taxonomy

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Course navigation

SKILL LEVEL: I'M TOO YOUNG TO DIE. HEY, NOT TOO ROUGH. HURT ME PLENTY. ULTRA-VIOLENCE. NIGHTMARE! Learning outcomes Taxonomy

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Collaborative learning

Adaptive learning

Discussion forums

Improved feedback

What improvements and features would YOU like to see in the future?

Let's discuss it!





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Thank you!



Gabriel D'Amours Product specialist Braden MacDonald

References

International Board of Standards for Training, Performance and Instruction's <u>competency</u> <u>guide for Instructional Designers</u>

Merrill, M. D.; Drake, L.; Lacy, M. J.; Pratt, J. (1996). Reclaiming instructional design. *Educational Technology*, 36 (5): 5–7.

Prince, M. (2004). Does Active Learning Work? A Review of the Research. *Journal of engineering education*, 93(3), 223–231.