

### What is an instructional design and what is its purpose in IO4?

An instructional design (ID), in short, describes the „systematic planning of learning units and learning environments (cf. Zawacki-Richter 2011, p.16). In detail: “As a process, **instructional design aims at the creation of learning environments**, including experts’ knowledge on individual conditions of learning, specific situational requirements, resources and related systems. As a product, instructional design includes the learning environment *following didactical principles* as well as unfold the structure of the included *learning topics and activities*.” (cf. Seel 1999, p. 4).

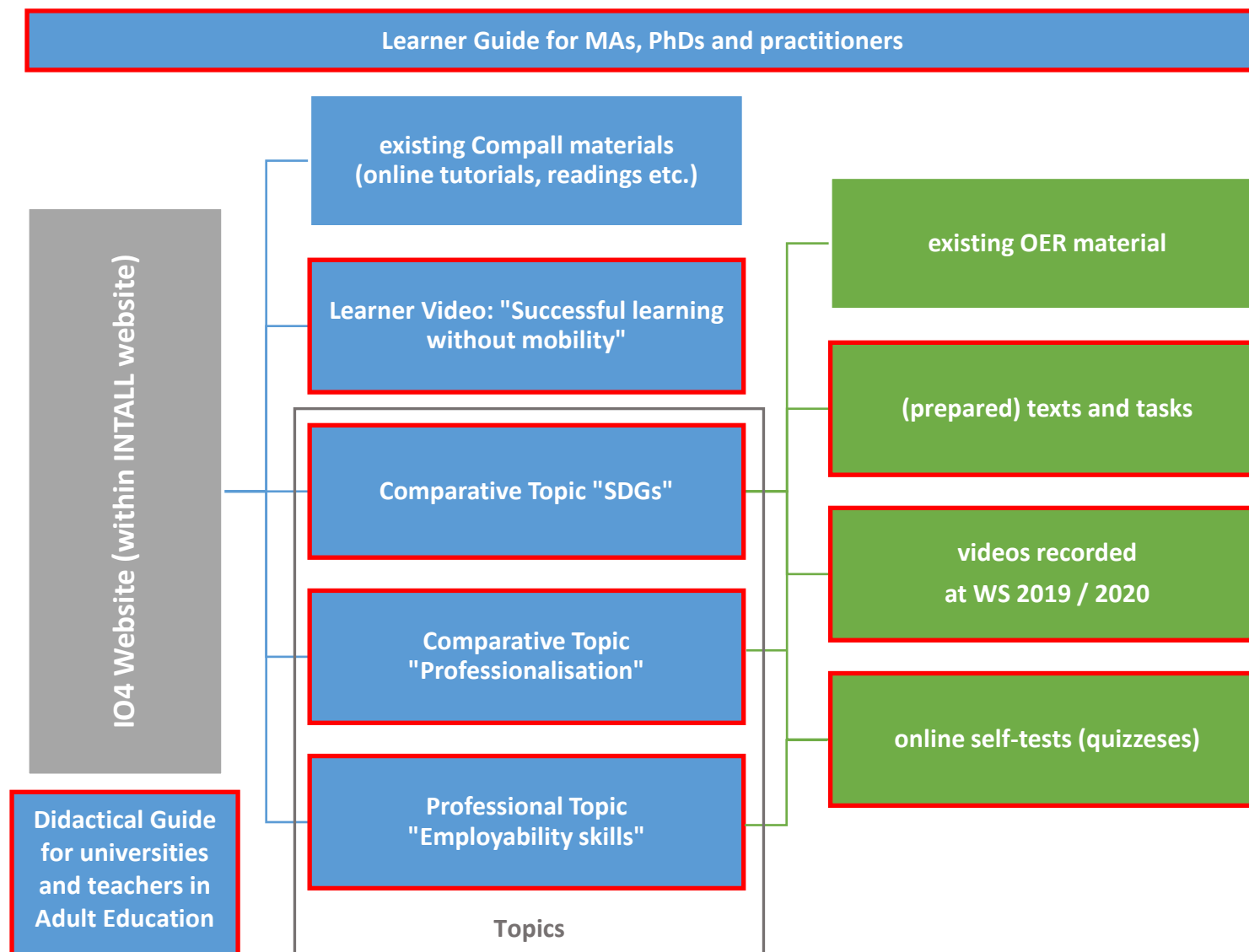
Intellectual Output 4 (**IO4**) aims at opening international and comparative studies in adult and lifelong learning for physically non-mobile students. International and Comparative Studies@home is more than enhancing the CGW during the INTALL-Winterschools. It is a rethinking and redesign of the learning environment, didactical elements and learning activities with focus on different target groups (MAs, PhDs, practitioners). The instructional design here defines the overall idea for studying@home, setting the outlines for the development of self-directed new didactical elements and the integration of existing ones (from COMPALL, WUECampus, AE-PRO (EAEA), LinkedIn, OERs, etc.), keeping available resources in mind to create a sustainable program via individual and self-directed learning pathways.


“Deep and meaningful learning experiences are best supported by actively engaged learners” (cf. Kuh/Associates 2005). To support this in IO4, we follow the idea of pre-structured but self-directed learning pathways. The leading question is: How can ICT support intense, varied, and continuous engagement in learning processes in our case?

*In the chart below, the instructional design unfolds the digital learning environment.*

*The digital learning environment consists of all boxes shown in the chart. The chart visualizes how existing and new materials will be included and arranged as didactical elements with three different learning topics and activities.*

## Description of the instructional design



 = newly developed material

## Description of Elements

IO4 Website (within INTALL website)

### **INTALL website IO4 website**

The basis of the digital learning environment will be the IO4-website within the INTALL-website.

To achieve open accessibility and structured learning pathways for the students in one design, the Website of IO4 will be a webpage with no login, hosting all didactical elements. Some material (e.g. learner guide; didactical guide) will be placed as pdf on the webpages, others are multimedia itself like the learner video "Successful learning without mobility" or OERs.

The goal is a truly open educational resource (OER) that comes with no need of continuing service, tutoring or other resource-intense elements. Therefore, also no copyright-protected material can be used.

### Learner Guide for MAs, PhDs and practitioners

#### **Learner Guide**

As the objective of IO4 is to create a truly open educational resource (OER) that is fully open access, a guide for structuring the learning activities is highly important. As everything can be accessed at all times, there is no software-sided structuring of the materials (compared to digital learning platforms like Moodle, ILIAS etc.).

To orient within OERs and self-directed learning pathways on the Website of IO4, the learner guide will explain all didactical elements.

The Learner Guide gives orientation and examples to students about reasonable sequences to work on the different learning topics and how to use the materials. It will describe possible learning ways, sequences and outcomes.

The online network LinkedIn will be addressed here as a possible way of 'no-cost' and peer online interaction.

#### **Didactical Guide for universities and teachers in Adult Education**

#### **Didactical Guide**

To support the implementation of INTALL, the didactical guide gives universities and professional teachers guidelines, orientation and examples how to structure and use the IO4 Open Educational Resource within their courses/seminars/etc.

The guide will be produced as a PDF file for open access, explaining the structure, possible sequences and learning outcomes for each learning material. It will give an introduction into the three learning topics and how to use the additional materials, texts, tasks and tests (e.g. quizzes).

existing Compall materials  
(online tutorials, readings etc.)

**Existing materials** from *COMPALL* like the online tutorials, prepared readings and tasks etc. will be integrated. They mainly provide didactical elements for the methodology of comparative research in general.

Learner Video: "Successful learning  
without mobility"

A **Learner Video** on "Successful learning without mobility" will propose learning strategies to physically non-mobile students and provide helpful examples.

## Learning Topics

*Comparative Topic “SDGs”, Comparative Topic “Professionalization”, Professional Topic “Employability skills”*

Every learning topic consists of similar didactical elements:

### existing OER material

- Open Access materials from existing open educational resources on the three learning topics (SDG; Professionalisation; Employability Skills). Interviews, Podcasts, Videos, practical guides etc. function as examples and narratives for students working on these topics.

### (prepared) texts and tasks

- Texts to learn more about the three learning topics (SDGs; Professionalization; Employability skills) are available here.
- Content related tasks are offered to work on each learning topic.
- Transnational Essays as good examples from participants during the Winterschools 2019 – 2021 are stored here (of data protection is possible).

### videos recorded at WS 2019 / 2020

- Recorded videos from Comparative Group Works (during Winterschool 2019 and 2020) to give direct insights into the joint module methodology of comparative research by covering the process of comparative group work and reflection on the process.

### online self-tests (quizzes)

- Online self-tests (e.g. quizzes) to give learners the possibility to reflect on their learning advances and outcomes.

#### Sources:

Zawacki-Richter, O. (2011). *Instructional Design: Planung, Gestaltung und Evaluation von E-Learning*. Carl von Ossietzky Universität Oldenburg.

Seel, N. (1999). *Instruktionsdesign: Modelle und Anwendungsgebiete*. In: *Unterrichtswissenschaft* 27, S. 2-11.

Kuh, G. / Kinzie, J. / Schuh, J. / Whitt, E. (2005): *Student Success in College: Creating Conditions That Matter*, Jossey-Bass