

# Forschungsbasiertes Lehren und Lernen an der Universität Oldenburg



## Instruktionsdesign, Methoden und Modelle des E-Learning

### Kurzbeschreibung

Auf Vorlesungs- und Seminarebene werden die folgenden Themen behandelt: Felder der internationalen E-Learning- und Fernstudienforschung, Theorien des medienvermittelten Lernens und Lehrens, Phasen des Instructional Design Prozesses (Analyse, Design, Develop, Implement, Evaluate), Wissenstransfer vs. Kompetenzentwicklung, Methoden und Instrumente internetgestützten Lernens und Lehrens, synchrone und asynchrone computervermittelte Kommunikation, E-Learning und die Globalisierung des Bildungsmarktes, interkulturelle Aspekte internationaler Online-Bildungsprogramme.

## Allgemeine Informationen

- Lehrveranstaltung: Instruktionsdesign, Methoden und Modelle des E-Learning
- Fakultät I – Bildungs- und Sozialwissenschaften
- Lehrende: Dr. Victoria Marín
- Modultitel: päd919 Instruktionsdesign
- Wahlpflichtmodul Master Erziehungs- und Bildungswissenschaften, Spezialisierung Lebenslanges Lernen/Bildungsmanagement
- Empfohlenes Semester: Keine Angaben
- Durchschnittlich 9 Teilnehmer\_innen
- Zeitliche Struktur: variabel (am Anfang wöchentliche Sitzungen, in der Projektphase zweiwöchentlich, in der dritten Phase wieder wöchentlich zur Präsentation der Ergebnisse)
- 9 Kreditpunkte im Modul
- Prüfungsform: Projektportfolio (im Seminar), Hausarbeit oder Referat mit Handout und Ausarbeitung

## Umsetzungsstufen des forschungsbasierten Lehrens und Lernens in der Veranstaltung

	Forschungsstand und Forschungsfrage	Anwendung der Forschungsmethode zur Ermittlung eines Forschungsergebnisses	Präsentation von Forschungsergebnissen
<b>(C) Selbst forschen</b>	Systematische Aufarbeitung der Fachliteratur zu einem Forschungsfeld und Formulieren einer eigenen Forschungsfrage	Durchführung und Auswertung einer methodengeleiteten Untersuchung	Präsentation von eigenen Forschungsergebnissen
<b>(B) Analysieren und/oder einüben</b>	Analyse und Vergleich von Forschungsergebnissen und fachspezifischer Transfer	Analyse und Diskussion der Anwendung von Forschungsmethoden in Untersuchungen	Analyse und Einübung wissenschaftlicher Präsentationsformen
<b>(A) Forschungsgrundlagen aneignen</b>	Wissen über Forschungsergebnisse	Wissen über Anwendungen von Forschungsmethoden	Wissen über wissenschaftliche Präsentationsformen

- Die in der Veranstaltung umgesetzten Stufen sind farbig markiert. (Siehe auch Grundlagenpapier der Carl von Ossietzky Universität Oldenburg)

## Umsetzung des forschungsbasierten Lernens

The focus of the seminar was on the students' analysis, design and development of a real project (to solve a real and current need, which connects to service-learning approaches) within the topic of instructional design for online learning support. The students organized themselves to play different responsibility roles in the group. They were all supported with background information on instructional design and e-Learning. Simultaneously some of them conducted a research literature related to the topic –previous existing educational experiences, possible educational tools, and so on. The students, who already came up with the idea in the previous semester course, decided the topic of the project: more support for Orientierungsjahr students at the University of Oldenburg. During the course, the students conducted diverse interviews with key informants and transcribed the content. In the face-to-face sessions, the students presented their findings from the side of each role on the project and were scaffolded to better define their objectives, choose the more suitable technological support and presentation or take further decisions to go forward. They used all this information to design and develop different videos to support Orientierungsjahr students with some basic and practical topics related to the university, working intensively in the other seminar (Blockseminar) in the same module. At the end of the course, the students presented officially and orally the ready-to-implement product of their project to the Orientierungsjahr program staff.

A summary of the phases in the seminar:

- Setting up: selection of the topic, organization of roles in the team.
- Provision of background information on instructional design, the phases of instructional design based on the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model, e-Learning formats and possibilities.
- Analysis of the problem related to the topic: literature review and data collection through interviews with key informants. Partial results were presented in class.
- Design of the project: set up objectives, analysis and selection of tools, design of storyboards for the videos. Partial results were presented in class.
- Development: production of the videos, mainly in the Blockseminar from the same module.
- Presentation of the final products of the project.

The steps followed by the project connected with the model of Instructional Design used (ADDIE) but also with the Design-based Research (DBR) methodology, which is broadly used in the Education field and, in particular, in the Educational Technology and e-Learning field, and is a format for research-based learning. DBR combines empirical educational research with the theory-driven design of learning environments, and it is an important methodology for understanding how, when, and why educational innovation works in practice.

## Kompetenzentwicklung der Studierenden aus Sicht des Lehrenden

- Starke Verbesserung der forschungsmethodischen Kompetenzen.
- Starke Verbesserung der Fachkompetenz.
- Sehr starke Verbesserung der Schlüsselkompetenzen (z. B. Analyse und Problemlösungsstrategien, Kommunikations- und Teamfähigkeit, Recherche- und Präsentationstechniken).

## Bewertung und Empfehlungen

The implementation of real projects (service-learning approach) is a factor that highly motivates students, as well as starting from the students' interests and their initial ideas.

It is important to establish guidelines for the distribution of roles and responsibilities within a group, as well as setting presentations in the middle of the process. It is needed to define quite clearly at the beginning the ways to obtain the initial information (and set the key informants) so as not to waste too much time on setting the objectives.

## Feedback der Studierenden

- They were satisfied and motivated with the group project, since it was a work done to solve a real problem/need.
- The input was useful to understand how to develop the project and they were solving practical issues during the classes.
- In the other seminar, they have time to work intensively with the tools and the production of the e-Learning materials.
- They were more critical with the organization of the team and the data collection at the beginning of the project.

## Besonderheiten / Sonstiges

- Einsatz digitaler Medien (development of e-Learning products, research on literature)
- Service-Learning (Universität)
- Seminar auf Englisch, Prüfungsleistung auf Deutsch