

Learning Object Design



FOUNDATIONS

LEARNER IMPACTS

- Behavior
- Self-regulation
- Motivation

DESCRIPTION

Learning object design is integral to effective digital learning environments, especially adaptive learning environments. From a learning design perspective, a learning object is the smallest independent structural experience that contains a properly aligned objective, a learning activity, and an assessment that truly measures the stated objective (L'Allier, 1997; Polsani, 2003). Learning objects are described as “appropriately” small (i.e. single sitting), stand alone, and reusable.

Content objects, such as text passages, videos, and assessment items, must be considered through the lens of learner, instructional, and domain models (and UX) before being properly aligned to the stated objective, and before being integrated into the learning object (that is experienced by the learner).

CAPABILITIES

- Instruction: Modularity
- Instruction: Multimedia active reading
- Instruction: Active learning experience

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Adaptive scaffolding between problem solving steps
- Simple Technology: Queuing up of relevant study materials
- Content Support: Consistent UX between modules/learning experiences



Pearson

Learning Object Design

SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	<p>Strong use of objects that leverage both technical and pedagogical standards</p> <p>Strong structural identification of objects that represent small, independent experiences</p> <p>Strong composition of objects that contain objectives, activities, and assessments</p>	<p>Some use of objects that leverage both technical and pedagogical standards</p> <p>Some structural identification of objects that represent small, independent experiences</p> <p>Some composition of objects that contain objectives, activities, and assessments</p>	<p>Poor use of objects that leverage both technical and pedagogical standards</p> <p>Poor structural identification of objects that represent small, independent experiences</p> <p>Poor composition of objects that contain objectives, activities, and assessments</p>	Does NOT use effectively or is not a related activity	= ____
Model	<p>Strong application of the learner model</p> <ul style="list-style-type: none"> Profiles Education level <p>Strong application of the instructional model</p> <ul style="list-style-type: none"> Objective alignment Assessment strategy Skill levels of objects Objective types <p>Strong application of the domain model</p> <ul style="list-style-type: none"> Rules and reasoning Prerequisites Dependencies Representation <p>Strong application of user experience and usability</p>	<p>Some application of the learner model</p> <ul style="list-style-type: none"> Profiles Education level <p>Some application of the instructional model</p> <ul style="list-style-type: none"> Objective alignment Assessment strategy Skill levels of objects Objective types <p>Some application of the domain model</p> <ul style="list-style-type: none"> Rules and reasoning Prerequisites Dependencies Representation <p>Some application of user experience and usability</p>	<p>Poor application of the learner model</p> <ul style="list-style-type: none"> Profiles Education level <p>Poor application of the instructional model</p> <ul style="list-style-type: none"> Objective alignment Assessment strategy Skill levels of objects Objective types <p>Poor application of the domain model</p> <ul style="list-style-type: none"> Rules and reasoning Prerequisites Dependencies Representation <p>Poor application of user experience and usability</p>	Does NOT use effectively or is not a related activity	= ____
Design	<p>Strong alignment between objects and learning objectives</p> <p>Strong balance between objects that are easily reused and instructionally effective</p> <p>Strong identification of object granularity based on the needs of the context</p>	<p>Some alignment between objects and learning objectives</p> <p>Some balance between objects that are easily reused and instructionally effective</p> <p>Some identification of object granularity based on the needs of the context</p>	<p>Poor alignment between objects and learning objectives</p> <p>Poor balance between objects that are easily reused and instructionally effective</p> <p>Poor identification of object granularity based on the needs of the context</p>	Does NOT use effectively or is not a related activity	= ____
Assessment	<p>Strong alignment between objectives and valid measures</p> <p>Strong evidence that selected objects, activities, and assessments support objectives</p> <p>Strong application of objects that support adaptation and customization of the environment</p>	<p>Some alignment between objectives and valid measures</p> <p>Some evidence that selected objects, activities, and assessments support objectives</p> <p>Some application of objects that support adaptation and customization of the environment</p>	<p>Poor alignment between objectives and valid measures</p> <p>Poor evidence that selected objects, activities, and assessments support objectives</p> <p>Poor application of objects that support adaptation and customization of the environment</p>	Does NOT use effectively or is not a related activity	= ____