

# Digital Artefacts for Learner Engagement (DiAL-e Framework)



	Large Space	Small Space	Practical Space	Mobile Space	Virtual	Independent
Stimulus						
Starter-plenary						
Topping & Tailing						
What happens next?						
Dissonance & Shock						
Observational						
Narrative						
Collaborative						
Conceptualisation						
Predicting POE						
Synthesising						
Visualising Ideas						
Analysis						
Extrapolation						
Reliability						
Inquiry						
Authoring						
Empathy						
Research						
Representational						
Figurative						

**What?**  
 A framework, that supports teachers to identify the pedagogical affordances of digital artefacts. Developed for video, but suitable for digital sound, image and text too, the framework supports use in a variety of learning contexts to enhance the quality of student learning.

**Why?**  
 To make best use of the increasingly diverse, accessible and free digitized content available to teachers. To support effective use of media with the emphasis clearly on artefacts as a means to engage students in higher order skills development rather than on a source of content.

**Where?**  
 On paper and on the web, the framework is adaptable, accessible and customizable. Supported with a website and a YouTube Channel the framework is free for everyone and anyone to adapt to their learning context.

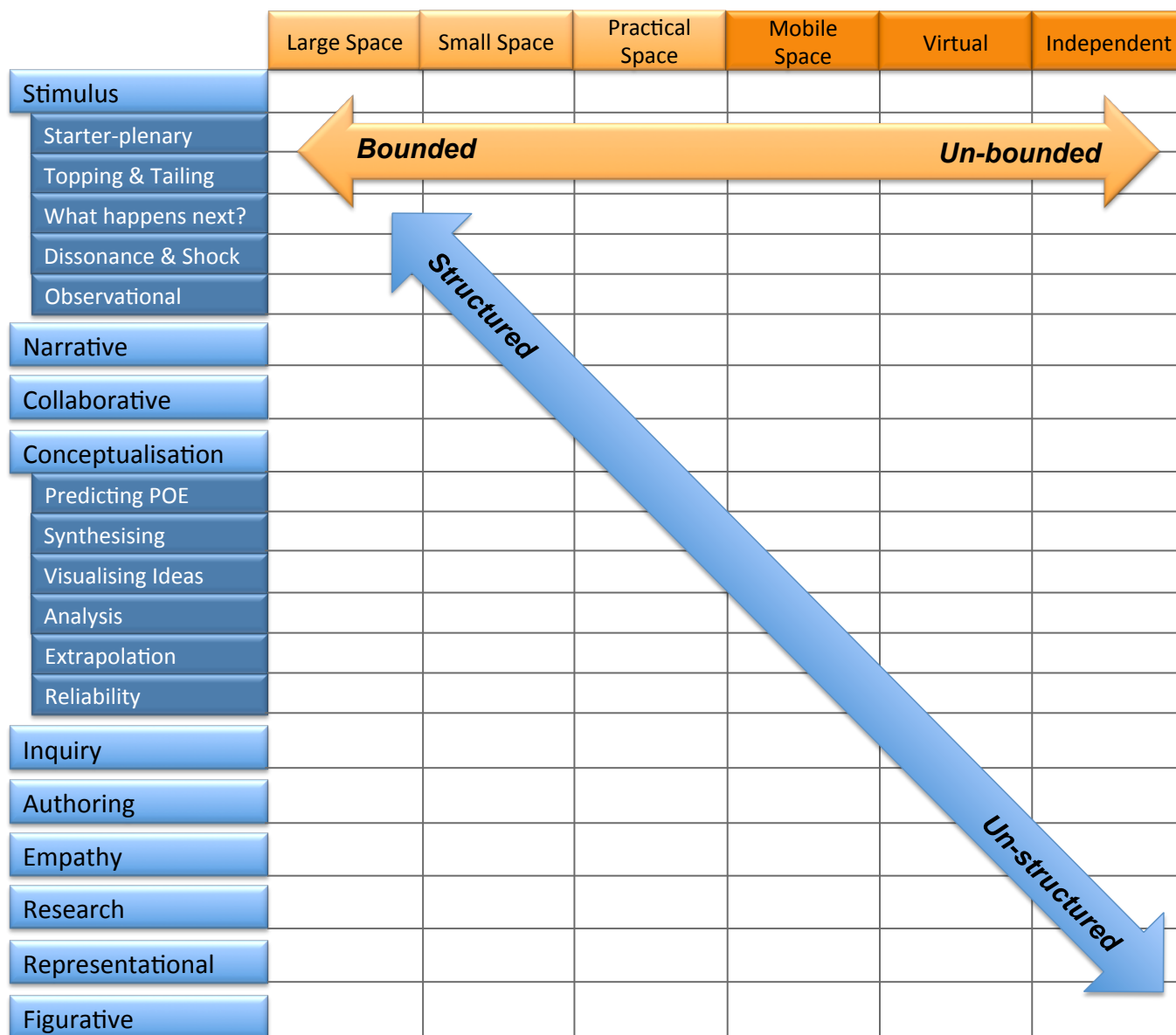
**Who?**  
 For educational developers to use with teachers as a means of developing greater awareness of the possibilities for digital materials.  
 For educational technologists and designers to optimize learning activity design.  
 For teachers to identify engaging learning activities and develop new literacies.

**Twitter: #dialeUS**

*27th Annual Conference on Distance Teaching and Learning*

**Workshop PM07**  
 Wednesday, August 3- 1:00-4:00  
**DiAL-e Framework:**  
*Optimizing media for engagement at a distance.*

**REFERENCES**  
 Burden, K., & Atkinson, S. (2010). 'Decoupling groups in space and time': evaluating new forms of social dialogue for learning'. In L. Shedletsky & J. Aitken (Eds.), *Cases on Online Discussion and Interaction: Experiences and Outcomes*. Hershey, PA: Information Science Publishing.  
 Burden, K., & Atkinson, S. (2009). 'Personalising teaching and learning with digital resources: DiAL-e Framework case studies' In J. O'Donoghue (Ed.), *Technology Supported Environment for Personalised Learning: Methods and Case Studies*. Hershey, PA: IGI Global.  
 Burden, K., & Atkinson, S. (2008). Beyond Content: Developing Transferable Learning Designs with Digital Video Archives. *Proceedings of ED-MEDIA*



Kevin – I think a couple of sentences about the bounded and unbounded – structured and unstructured could go in here. Literally 50-80 words.

Action One

Action Two

Action Three

Action Four

## Spaces

**Independent**  
self study or homework

**Virtual space**  
a virtual learning environment or a wiki

**Mobile spaces**  
a mobile phone, PDA device or iPod

**Practical space**  
a workshop, laboratory or computer suite

**Small space**  
a tutorial or seminar

**Large Space**  
a lecture theatre or assembly hall

## Learning designs

### Stimulus

to stimulate interest and student engagement.  
*It is anticipated that the introduction of any teaching interaction with media in this way will reinforce or disrupt the expectations of learners in a deliberate fashion.*

### Narrative

activities which enable learners to develop a story or narrative using video clips in different ways, including sequences.  
*Narratives provide an overarching structure with signposts providing direction.*

### Collaborative

to encourage peer interaction and collaboration to facilitate the construction of knowledge and understanding.

### Conceptualisation

to optimize the opportunities for students to understand and/or consolidate their learning about concepts and procedures

### Inquiry

embraces a wide range of activities including problem based learning (PBL), case studies and enquiry based learning.

*Emphasis is on students undertaking a process for solving a 'real-world' (authentic) problem or issue presented to them*

### Authoring

creating a product or artefact, "learning is by doing" process.  
*It may be supported from case materials from which the learner can distil/abstract lessons learnt and apply in a new project situation.*

### Empathy

encourages students to recognise perspectives other than their own ('walking in someone else's shoes').

*It may take the form of simulated debates or moots, decision-making for role play activities.*

### Research

to encourage the learner to search and research materials using the search facilities/engine and archives as a source of data.

*This will develop a range of skills which are transferable to different contexts.*

### Representational

to encourage students to understand how news stories (and media in general) 'represent' the world in different ways and for different purposes.

*These 'representations' are extremely powerful and students need to be able to interpret how and why they have been created.*

### Figurative

to create opportunities for students to approach subjects, themes and topics from alternative perspectives by utilising the clips in a metaphorical or allegorical, sense.

*Clips are used to directly compare seemingly unrelated subjects so that a clip dealing with one 'subject' might be explored for its 'representative' potential to illuminate the subject under discussion.*

Action Five

Kevin Burden

University of Hull (UK)

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Simon Paul Atkinson

BPP University College of Professional Studies (UK)

I am the Associate Dean of Learning & Teaching (Teaching Enhancement) with the UK's newest private University College. My role is to support the quality enhancement of learning & teaching in multiple modes at a time of rapid programme expansion. Previously I worked at the London School of Economics and Political Science as an Educational Developer ,supporting the PGCertHE programme,.I have also held roles as Strategic e-Learning Advisor and Director of Learning and Teaching in the College of Education - Massey University New Zealand; Acting Director of the Learning & Teaching Support Unit at the University of Hull, United Kingdom where I was formally Head of the Centre for Learning Development, and Head of e-Learning.



dialproject.youtube.com

The YouTube Channel for the DiAl-e project brings together the results of a research development project from the original UK JISC funded project in 2006-2008 and more recent presentational material. The aim is to make the exemplars and materials more widely available and to encourage the sharing of experience in using digital resources, particularly video, in teaching and learning contexts.

Launched November 2010, the dial-e.net website at Wordpress serves as the hub for the ongoing developments of the DiAl-e. A suitable place to bring materials from presentations, conferences, publications and updates, the website works in tandem with the resources on YouTube.

www.dial-e.net