

Research Briefing N° 41

The role of course teams in online task design

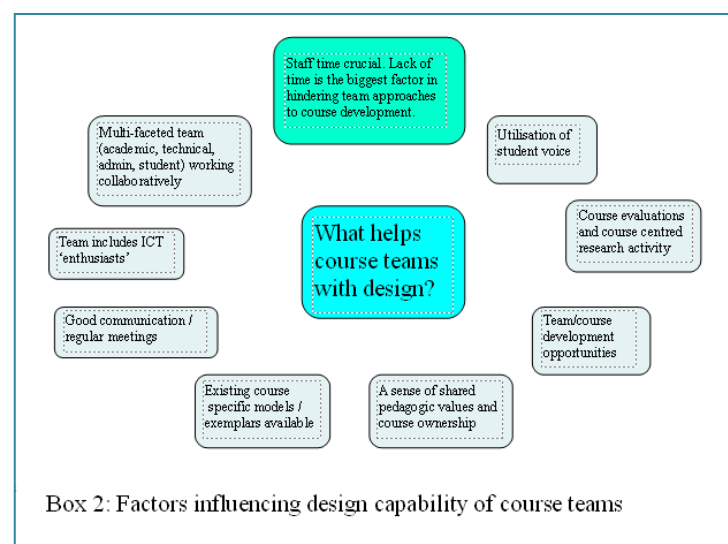
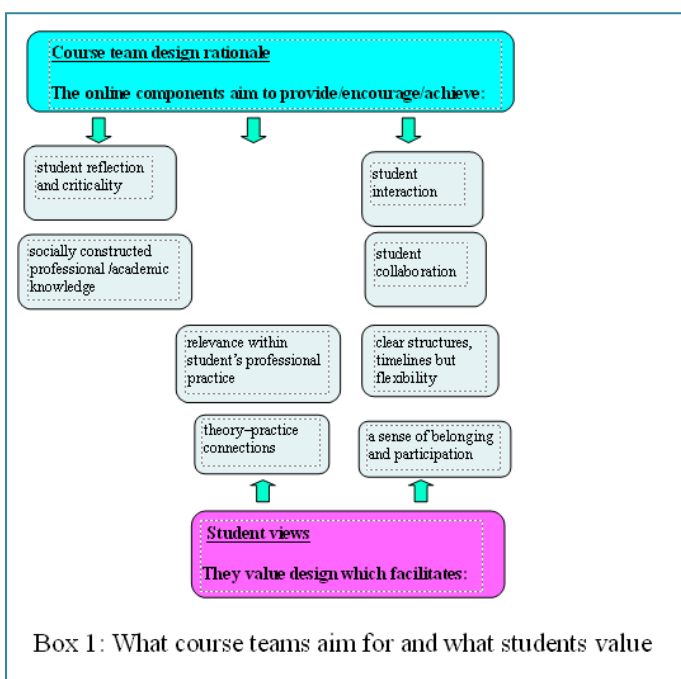
This research investigated both student and staff perspectives on e-learning tasks.

Key words: e-learning; course teams; task design; pedagogic intentions



Key findings

These are presented as 2 Diagrams (Box 1 and Box 2)



What we did

The project, funded by the Centre for Distance Education, University of London (2008-2010), investigated both student and staff perspectives on e-learning tasks. This allowed a critical comparison of the pedagogic intentions of staff (how staff intend to teach/facilitate learning), and the rationale behind these, with student experiences. The project utilised modules from courses in three different universities and disciplines (medicine, education and business) where e-learning had become established. The research aims of the project were to:

- investigate how course teams work on the task design process;
- understand the pedagogic rationale behind this task design process;
- investigate the juxtaposition of students and staff experiences and perceptions of the task design elements of e-learning;
- identify key design issues which arise from synergies and mismatches between parties; and
- Identify enablers and barriers to course team task design.

Further information

[Beetham, H. \(2004\). Review of e-learning models for the JISC practitioner communities. JISC E-learning and Pedagogy Programme Report. \(Word 0.2mb\)](#)

Poster dissemination: <http://www.slideshare.net/CdeLondon/tra-poster-2010-adam-unwin>

Final project report: [‘Developing course team approaches to task design’](#)

How we did it

The research was in two parts. Stage 1 included:

- Semi-structured interviews with key staff (these were module leaders) that co-ordinated staff and the design of online tasks/activities.
- A focus group and qualitative questionnaires with a selection of students.

This informed the design of the second stage aimed at the same key staff.

- Embryonic findings were presented via a model with further design specific open questions.
- A [JISC](#) model (Beetham, 2004) was presented to critique in the context of their own courses/experiences.

This project concentrated on investigating the experiences of staff designing e-learning tasks and student’s experiences. Staff involved indicated their ongoing interest in the issues throughout the project; this continued engagement was partially facilitated as the research included stages which allowed a sharing and review of interim findings.

Contact

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