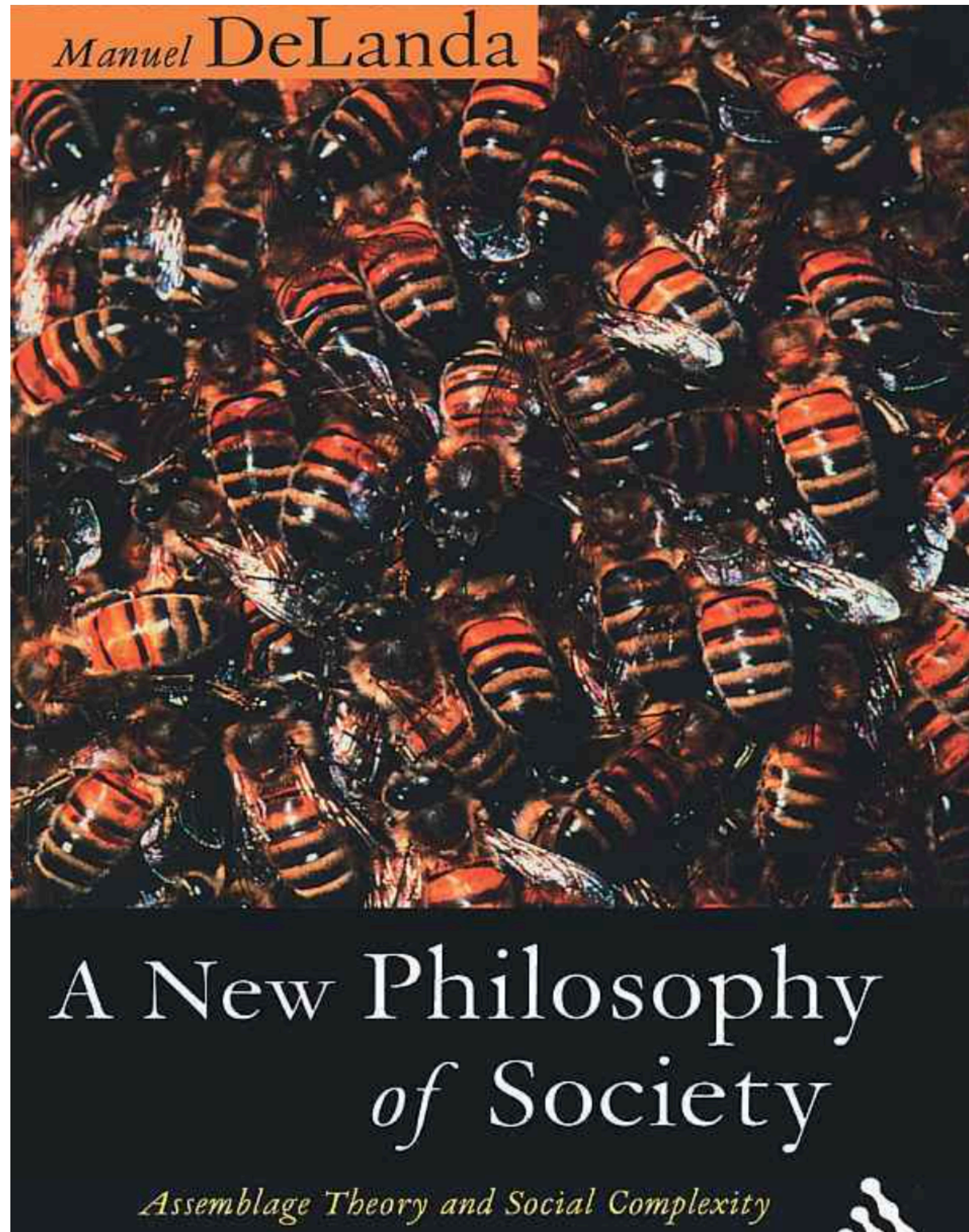


3. A maturity model of design/digital capabilities

atheoretical?



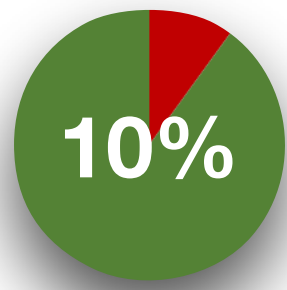
**Deeply theoretical-
philosophical conception of
the organisation and its
processes.**

**But not clear how best to
deploy theory within the
everyday processes.**

**How do we make sense of
and respond to design
challenges encountered when
designing, implementing and
reviewing teaching & learning?**

**In a mature organisation the
range of responses, and the
strategy for effective
designing, looks like this...**

Action Research
until we have simple patterns or a scientific approach is possible.



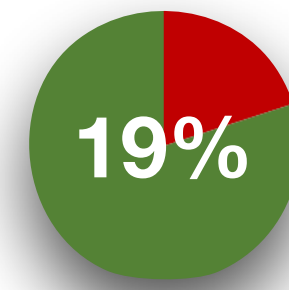
Complex

The relationship between cause and effect can only be perceived in retrospect.

probe-sense-respond

emergent practice

Complicated

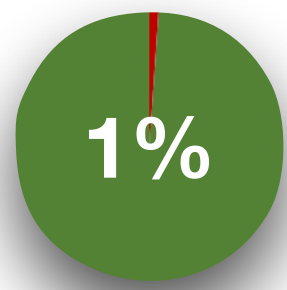


The relationship between cause and effect requires analysis or some other form of investigation, and/or the application of expert knowledge.

sense-analyse-respond

good practice

Scientific Learning Design
with control over salient variables, feedback and control systems etc.



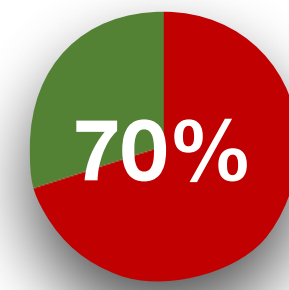
Chaotic

No stable relationship between cause and effect at a systems level.

act-sense-respond

novel practice

Simple



The relationship between cause and effect is obvious to all.

sense-categorize-respond

best practice

Counselling, nudging & reframing
until we get enough stability to start exploring the complexity.

Patterns & Platform Engineering
in which practitioners choose and combine options from a repertoire of pre-engineered elements.



Dr Robert O'Toole NTF

<http://www.inspireslearning.com>

<http://www.inspireslearning.com/VR-project-report.pdf>

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