Using Learning Design to improve student outcomes

Keith Heggart

Who am I?

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Google Certified Innovator/ Apple Distinguished Educator/ Adobe C

Former high school teacher and leader
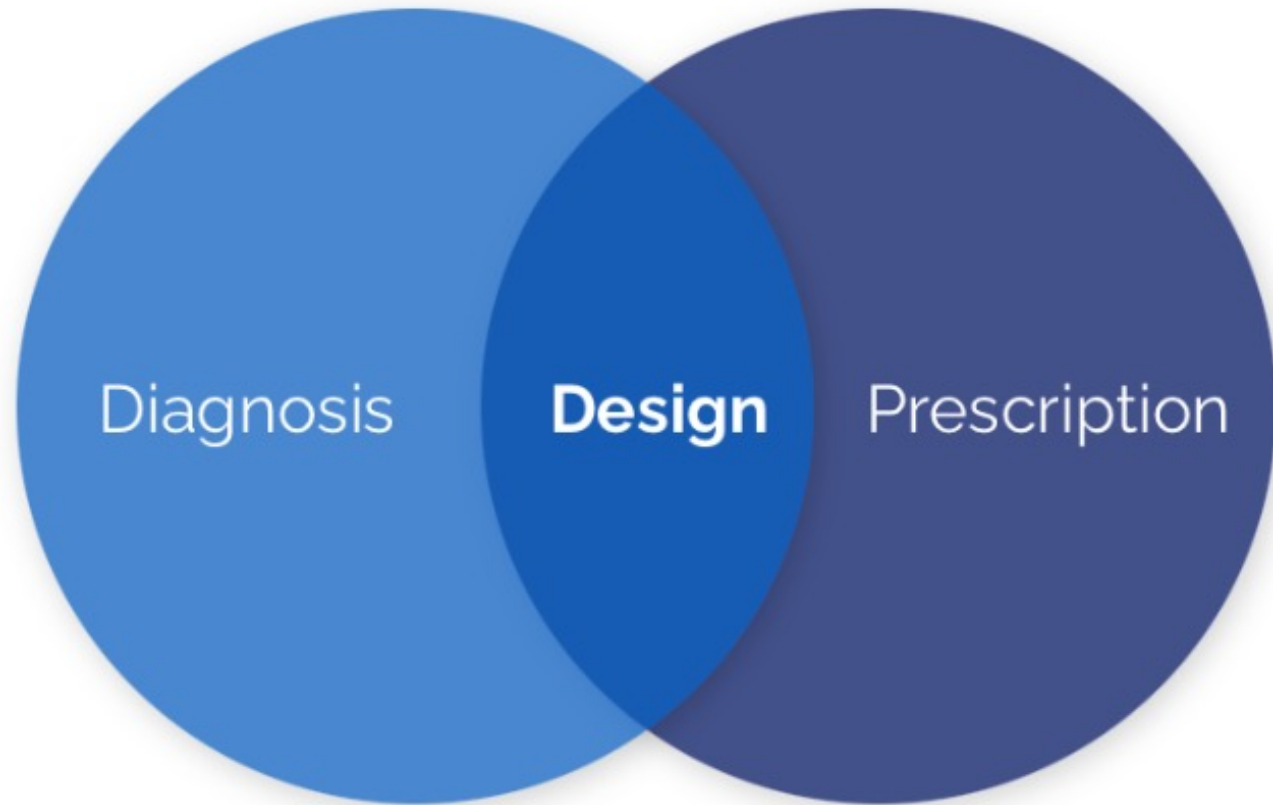Learning designer

Terrible ukulele player

Activity One

- Word cloud: What comes to mind when you hear the term 'learning design?'

- https://www.menti.com/xu72m9kzuv

What is a learning designer?

Diagnosis   **Design**   Prescription

What is a learning designer?

The skill of the designer, then, lies in their ability to 'translate principles of learning and instruction into specifications for instructional materials and activities' (Smith & Ragan 1993, p. 12).
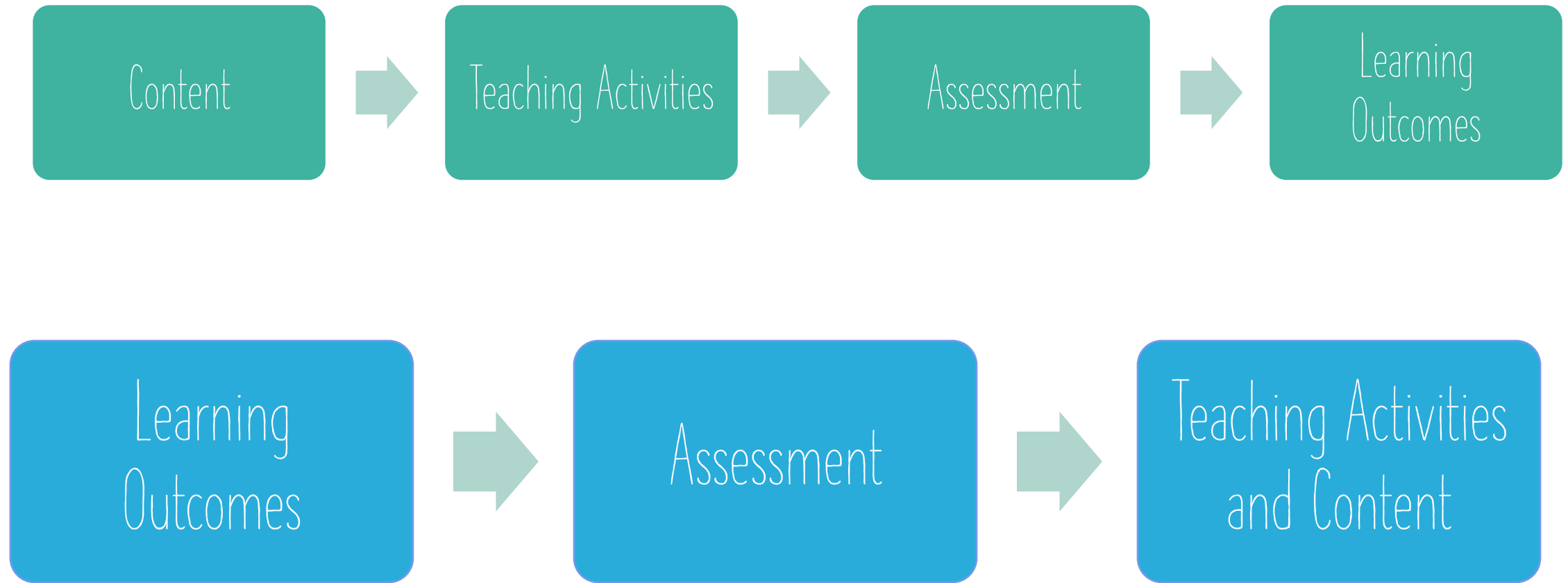
Designers need to have a suitable repertoire of approaches and ideas about learning – the activities to put into practice, in other words – but they also need to know when and why each should be employed.

How can learning design help teachers?

- Frameworks to inform our teaching practice.

- Universal Design for Learning

- Understanding by Design

- The 6 'C's of Teachers as Learning Designers.

Understanding by Design

Content → Teaching Activities → Assessment → Learning Outcomes

Learning Outcomes → Assessment → Teaching Activities and Content

Understanding by Design

Stage One: Identify Desired Results

Stage Two: Determine Acceptable Evidence

Stage Three: Plan learning experiences and instruction.

Writing Good Learning Outcomes...

A(udience): Who is the target audience?

B(ehavior): What is the work to be accomplished by the learner?

C(ondition): What are the conditions/constraints in which the learners will be expected to perform these tasks?

D(egree): How will the behaviour need to be performed?

An example

At the end of the session, history students will be able to distinguish between primary and secondary sources.

An example

At the end of the session, history students will be able to distinguish between primary and secondary sources"

Condition   Audience   Behaviour   Degree

Activity Two

By the end of this program, successful students:

• will be given opportunities to learn effective communication skills

• have a deeper appreciation for good communication practices

• Understand principles of effective communication

• Communicate effectively in a professional environment through technical reports and presentations

Activity Two

By the end of this program, successful students:

- will be given opportunities to learn effective communication skills   ==describes content==

- have a deeper appreciation for good communication practices   ==how will you measure appreciate?==

- Understand principles of effective communication   ==what level of learning?==

- Communicate effectively in a professional environment through technical reports and presentations ==Yes!==

Universal Design for Learning

Provide multiple means of **Engagement**	Provide multiple means of **Representation**	Provide multiple means of **Action & Expression**
Access		
Recruiting Interest • Optimise individual choice and autonomy • Optimise relevance, value and authenticity • Minimise threats and distractions	**Perception** • Offer ways of customising the display of information • Offer alternatives for auditory information • Offer alternatives for visual information	**Physical Action** • Vary the methods for response and navigation • Optimise access to tools and assistive technologies
Build		
Sustaining Effort & Persistence • Heighten salience of goals and objectives • Vary demands and resources to optimize challenge • Foster collaboration and community • Increase mastery-oriented feedback	**Language & Symbols** • Clarify vocabulary and symbols • Clarify syntax and structure • Support decoding of text, mathematical notation and symbols • Promote understanding across languages • Illustrate through multiple media	**Expression & Communication** • Use multiple media for communication • Use multiple tools for construction and composition • Build fluencies with graduated levels of support for practice and performanc
Internalise		
Self Regulation • Promote expectations and beliefs that optimise motivation • Facilitate personal coping skills and strategies • Develop self-assessment and reflection	**Comprehension** • Activate or supply background knowledge • Highlight patterns, critical features, big ideas and relationships • Guide information processing and visualisation • Maximise transfer and generalisation	**Executive Functions** • Guide appropriate goal-setting • Support planning and strategy development • Facilitate managing information and resources • Enhance capacity for monitoring progress
Goal		
Learners who are **Purposeful and motivated**	Learners who are **Resourceful and Knowledgeable**	Learners who are **Strategic and Goal-Directed**

Principles of UDL

|	
Support	Support Risk Taking
Build in	Build in Active Reflection
Share	Share Examples
Define and teach	Define and teach collaboration
Provide	Provide resources that are suitable
Give	Give detailed feedabk
Modify	Modify assessment
Limit	Limit opportunities for distraction
Be	Be explicit about goals

Activity Three

Learning Outcome: At the end of the session, history students will be able to distinguish between primary and secondary sources.

Current Assessment: Students will complete a written test where they will have to identify whether a current source is a primary source or a second source.

UDL Assessment: ???

Prompt: How have you provided multiple means of communication? Have you used different tools and media?

Teachers as Learning Designers
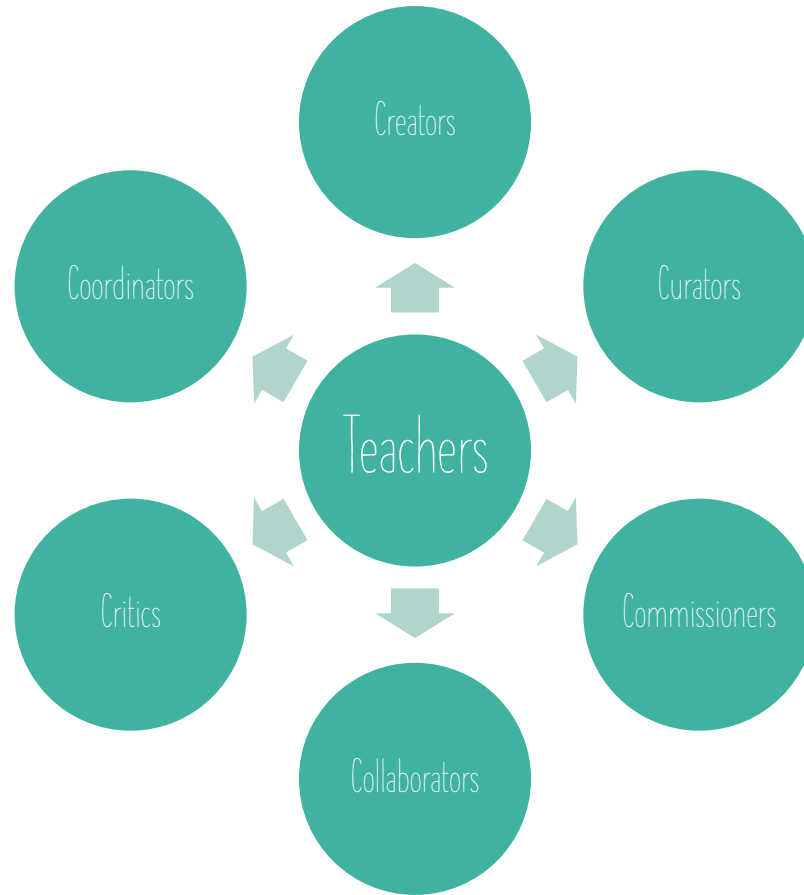
Want to know more?

- [Graduate Certificate in Learning Design](online) (online)

- [Microcredentials](#) in Learning Design Areas
  - Think
  - Design
  - Crunch
  - Predict
  - Create
  - And lots more…