

Design Guidelines

These notes are to help you complete the pedagogical design sheet

Learning goal

This should address a short episode of learning around a single learning objective.

Learner's role

Think about whether you need to get across facts/content, understand a process, explore a scenario, do calculations...

Media elements

Animations are good for illustrating processes but are costly in developer time.

Video is relatively cheap to produce but produces large files.

Multiple representations eg text and audio and animations can have benefits ie suit different learning styles and accessibility beware of too much going on on the screen at once.

Assessment

Assessment should be tightly aligned to your learning goal and tasks (Biggs).

Should allow the student to gauge how well they have understood your message.

Might include for example a Short quiz, True or False, MCQ, calculation, plot points on graph, matching pairs activities teach, whilst assessment tests.

In a linear design the assessment will normally come at the end of the learning episode. In a more complex design students may need to successfully complete an assessment before moving on to the next instruction or activity.

Activities

Choose activities to support engagement and active learning.

What could the learner do to engage with the content in order to better understand it?

Examples: drag and drop, click on graph to reveal points, fill in or select a value, move cursor over hot spot.

Keep it simple!

The activity should serve to reinforce your message.

You should think about where the activities are situated within the overall learning design.

As in lectures, students will only be able to concentrate on didactic instruction for short periods.

Activities must be meaningful.