

LEARNING DESIGN

Learning design: is a learner-centred design approach that enables 'teachers/designers to make more informed decisions in how they go about designing learning activities and interventions, which is pedagogically informed and makes effective use of appropriate resources and technologies' (Conole, 2013, p.7).

Learning design lies at the heart of all teaching. Although the design for learning is usually hidden from students, it involves deliberate choices about what, when, where and how to teach. Decisions need to be made about the content, structure, timing, pedagogical strategies, sequence of learning activities, and type and frequency of assessment in the course, as well as the nature of technology used to support learning. Making these decisions is the process of creating your own design.

Designing a course for learning is similar to completing a jigsaw puzzle: some pieces will not fit first time, and a complete picture requires careful consideration of the alternative options.

Difference: Learning Design and Instructional design

In some contexts the term 'instructional design' may be more familiar than 'learning design' to you and your colleagues; indeed, this terminology is often reflected in departmental and faculty job titles. Nevertheless, in general, the concept of learning design signals a shift away from focusing on the teacher and the instructional process to concentrating on the learner and the learning process. Whereas instructional design focuses on systematic planning, learning design focuses on pedagogically informed decision making. In other words, the two terms reflect quite different philosophies (Beetham, 2013).

Importance of learning design

1. Systematic Presentation: LD if designed properly helps the teacher to transact the content systematically. It further helps to utilize the time in an effective and economic way.
2. Economic use of learning resources: use of learning resources is an essential criterion to make the teaching effective and relevant. Learning Design helps in causing an economic and effective use of various learning resources.
3. Self-evaluation: Learning Design helps the teacher to evaluate himself/herself. He/she can check how far s/he has deviated from the learning design. It further helps him or her to take immediate action to reduce the gap between what is planned and the actual incident.
4. Compact Teaching Material: the teaching becomes more compact and accurate with the help of a learning design thus helping the teacher complete the lesson in time.
- 5 Clarity in objectives: identification of the objectives is an important criterion of any kind of teaching plan. Having clear and precise objectives as the part of learning design always helps the teacher to stick to the plan while executing it in class.
6. Effective learning: It is worth to mention that effective teaching helps in effective learning. A good, properly planned learning design makes teaching more effective which in turn helps in causing an effective learning.
7. Acts as a guideline: A learning design serves as a guideline for the teacher and if it is a standard one then it can serve as a guideline for the other teachers too.
8. Attract more students: A good learning design follows psychological and scientific process during its preparation so when the teacher delivers lesson according to this then students are more attentive in the class.
9. Active participation of students: A good learning design includes different learning activities which are helpful in making the students remain active in the class.
10. Different learning style: Each learner learns differently. They have different learning style. A well planned learning design can address this issue.

Qualities of learning Design:

1. Specification of teaching and learning process: the L.D should have specification of the teaching and learning process, along with the conditions under which it occurs and the activities performed by the teachers and learners in order to achieve the required learning objectives.

2. Arouse curiosity: the activities included in the learning design should have the capability to arouse curiosity among learners and enhance their scientific temperament and attitude.

3. Address various methods: a good L.D should include and if require blend and integrate, various methods of teaching in order to address the various learning style of the learners.

4. Clarity in learning objectives: a good L.D should have clear, specific and compact learning objectives based on some pedagogical principles. The objectives should be based on the needs of the learners and at par the context.

5. Learning and teaching theory: a L.D should be based on the learning and teaching theories. These theories should act as the foundation of the LD. The underpinning learning and teaching theories help to make LD more effective one.

6. Clarity in language: the language used to design the learning design should not be vague. It should be clear enough for another person to understand what a teacher wants to teach.

7. Provision for using Learning resources: a good L.D should have the provision for including various learning resources to be used appropriately. These basically act as the support system in the teaching learning process.

8. Evaluation: A good L.D should have the proper plan for evaluation of the students. It must include different types of questions addressing all types of objectives.

9. Child centric: A good L.D should be child centric in nature keeping in view the different needs of the students and individual differences.

10. Systematic and sequenced: the different parts of the learning design should be framed systematically in logical sequence. The activities planned, should be psychologically sequenced.

11. Contextualized: A good L.D should be contextualized in such a way that the learners can link their own daily life experience with that day's learning. It would be better if there is the provision for linking the physical science with other subjects.

12. Time line: A good L.D should also include a time line.

Steps of Learning Design:

1. Preparing the learning design: preparing the L.D is very crucial task for the teachers. It takes time to plan and write a good learning design. The teacher needs to take care of lots of thing during preparing a good learning design, like, understanding the needs of the students, identifying their learning style and ability, understanding of the context, availability of learning resources etc.

2. Execution of learning design: after preparation the next task is to execute the learning design as par the plan. The effectiveness of L.D depends upon the way it presented to the students. This has to be done step wise.

(i) **Introducing the topic:** it helps the students to focus on what is important using the sensory and short term memory

(ii) **Presenting the objectives:** it helps the students to be familiar with upcoming new knowledge.

(iii) **Presenting the learning material:** the new information and knowledge will be presented with integration of existing knowledge. During the presentation different learning resources can be utilized.

(iv) **Providing practice and giving feedback:** use learning techniques which would make students active such as problem solving, social interaction, case studies that lead students to find their own strategies for learning and remembering.

(v) **Assessing students' performance:** after the presentation, in order to conclude that day's lesson, assessing students' performance is important. During assessing, the teacher would try to address the learning objectives framed.

(vi) **Providing reviews and summary:** as per the part of conclusion, the teacher can provide a review of the performance of the students followed by summarization of the content discussed in brief.

3. Teacher's own reflection on L.D: this is again important as reflecting upon his or her own teaching will provide feedback followed by ideas to modify the learning design to attain the needs of the students.