

# Principles of learning design

A guide for content providers

## Before you start

- Who is the target audience?
- What is the intended learning?
- Why is the learning important?
- What outcomes does it address?
- What prior learning will learners bring?
- How will learning be challenged and supported?
- How will the learning be assessed?
- Have existing resources been considered and gaps identified?
- What assets (eg graphics, audio, video) will be required?
- Where will the resource be hosted?
- How will the resource be evaluated?
- What is the timeline and budget?
- Has the proof of concept been approved by stakeholders?
- When working as part of a team, what are the responsibilities of each team member?

## Skills required for learning design

Learning design requires an understanding of good pedagogy, project management, resource publication processes and an awareness of the capabilities and limitations of current ICTs.

The development of effective electronic learning resources requires the application of quality learning design principles to deliver, support and enhance learning through rich, interactive and engaging learning activities using digital technologies and multimedia.

## Six elements of effective learning design

Source: <http://www.irrodl.org/index.php/irrodl/article/view/217/300>

### Activities

- rich tasks, integral to the learning that require the learner to make choices
- develop understanding of a key concept
- engage and challenge through variety and complexity

### Scenarios

- a story, role play or simulation with a reason or motivation to learn makes the learning valuable and memorable
- authentic and interesting real world problems increase the effectiveness of scenarios
- humour, imagination, reward, anticipation or drama will increase engagement

### Feedback

- timely and appropriate feedback allows the learner to reflect and convert their experience into skills and knowledge
- creates a dialogue between the resource and the learner and prevents a resource from becoming purely a vehicle to disseminate content

### Delivery

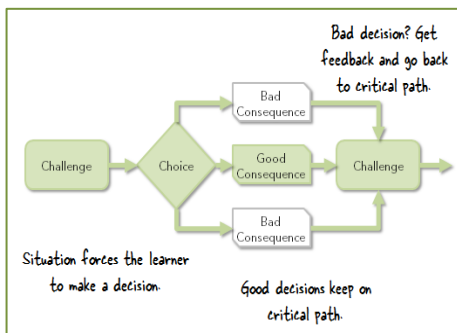
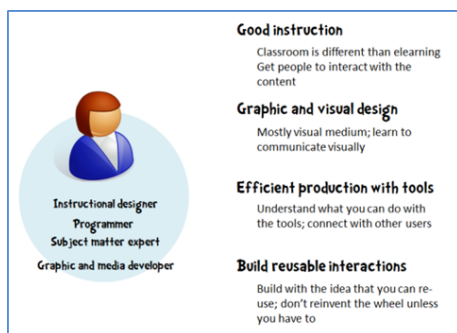
- method must be appropriate for both content and context
- engage and innovate using dynamic technologies
- must meet accessibility and quality assurance requirements

### Context

- consider the cultural and educational background of target audience
- include images, instructions and navigation appropriate for the audience
- avoid stereotypes and provide a balanced representation of characters eg gender and race to promote inclusivity

### Influence

- To what extent will the learning benefit the learner or any other users?
- Does the desired learning justify the effort required to produce the resource?



A combination of text, images and sound improves learner engagement and caters for different learning styles.

## Design tips

- Build constant, intuitive navigation.
- Keep it simple – content and graphics
- Use white space.
- Sequence content into logical structures and chunks.
- Use the [active voice](#).
- Apply these [PowerPoint tips](#) to any learning design situation.
- Use characters to enhance feedback.
- Complete the online course [creating a laptop wrap](#).
- Read some [guiding principles for learning designers](#).
- Make e-learning 'learner centric'.
- Use templates for efficiency.
- Apply good copyright practice – use media with appropriate [creative commons](#) licences.
- Link to existing sites and resources.
- Make [interactive learning](#) relevant and let the learner explore and access content on a 'need to know' basis – 'just in time' learning.
- Content delivery can sometimes be disguised using a [scenario](#), and made available to the learner as the scenario unfolds. A good scenario will have a challenge, choices and consequences.
- It can be more engaging for a learner to [put the activities first](#).
- Scenario examples:
  - [broken co-worker](#)
  - [connect with haji kamal](#)

## Publishing the resource

- Have all stakeholders signed off on the final content?
- Does the learning have clear links to relevant [syllabus outcomes and achievement standards](#)?
- Is the learning underpinned by elements of the [Quality Teaching framework](#)?
- Are the activities age-appropriate, learner-centred, meaningful, self-paced and self-contained?
- Are the activities flexible and adaptable?
- Does the resource meet the following DEC guidelines:
  - [Copyright Guidelines](#) - have appropriate copyright clearances been obtained?
  - [Editorial style guide](#) - has the resource been edited for content and style?
  - [Accessibility guidelines](#) – does the resource meet [accessibility and usability standards](#), including colour contrast?
  - [Technical Specifications for developing online learning resources](#) – has it passed technical quality assurance (TQA)?
  - [Metadata guidelines](#) – have appropriate metadata entries been made to facilitate discovery?

## Further Information

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