

Designing Learning

The 8 Learning Management Questions in the context of the Dimensions of Learning Instructional Design Framework

Phase 1 Profiling	
<p>Question 1: What does the learner already know?</p> <p>The Current Achievement Level</p>	<p>Profiling: data collection and analysis diagnostic processes</p> <ul style="list-style-type: none"> Prior learning experiences – formal and informal <i>knowledge</i> <i>sets/contexts</i> <i>vocabulary/concepts</i> Outcomes achieved to date The learner cohort's profile (specific and broad)
<p>Question 2: Where does the learner need or want to be?</p> <p>The Learning Outcomes to be Achieved</p>	<p>Setting outcomes</p> <ul style="list-style-type: none"> Curriculum requirements (formal learning) Elements specific to learner and her or his learning goals Hidden curriculum (what the student will inadvertently learn) Personal requirements, dreams, aspirations (informal learning) Elements specific to the learner, circumstance and goals
<p>Question 3: How does the learner best learn?</p> <p>Learning as a Science</p>	<p>Making connections between the learner and her or his learning</p> <ul style="list-style-type: none"> Dimensions of Learning considerations: D1: Attitudes and Perceptions D5: Habits of Mind The learner profile <i>Preferred learning styles</i> <i>Preferred learning environments/modes</i> <i>Personal likes and dislikes</i> <i>Personality traits that impact on learning</i> <i>Experiences that have impacted (positive and negative)</i> Researched Best Practice



Phase 2 Designing	
<p>Question 4: What resources do I have at my disposal?</p> <p>The Means</p>	<p>Considering physical, financial and technological learning resources</p> <ul style="list-style-type: none"> Budgets and resources allocations available Support staff (TA, SLP, GO, LST, Librarian) Community agencies available to assist Other stakeholders (parents, caregivers etc) Classroom environments, facilities, etc Equipment and resources Others available to assist
<p>Question 5: What will constitute the Learning Journey and therefore what is the best context for the learning?</p> <p>The Learning Journey</p>	<ul style="list-style-type: none"> Planning to achieve learning outcomes This is where data from Question 1 to 4 is synthesised and a series of learning experiences (lessons) developed to achieve pre-defined learning outcomes (from Question 2) Organised as a series of learning experiences (lessons) Dimensions of Learning considerations: D2: Acquire and Integrate Knowledge D3: Extended and Refine Knowledge D4: Use Knowledge Meaningfully
<p>Question 6: Who will do what?</p> <p>The Learning Team</p>	<p>Acknowledging and engaging the many people and things that can facilitate aspects of the learning program</p> <ul style="list-style-type: none"> Parents, paraprofessionals, peers, others...



Phase 3 Ascertainment	
<p>Question 7: How will I check to see the learner has achieved the learning outcomes?</p> <p>The Evidence</p>	<p>Collecting evidence that will indicate the extent to which the outcomes in Question 2 have been achieved</p> <ul style="list-style-type: none"> Indicated to what extent the Question 2 outcomes have been achieved Authentic assessments, rich and meaningful tasks Formative, summative, diagnostic Dimensions of Learning considerations: D4: Use Knowledge Meaningfully
<p>Question 8: How will I inform the learner and others about the learner's progress?</p> <p>The Report</p>	<p>Informing the learner, professionals, paraprofessionals and other associated with the program and the learner</p> <ul style="list-style-type: none"> Strategies to inform the learner, and others about the individual's learning The results of the learning program as they relate to the defined outcomes in Question 2, are revealed.

