# Learning Design Principles Activity

* Read through the learning design principles below. They are the principles from NMIT’s New Delivery Framework.
* Cut out the learning design principles (Fig. 1) and arrange them in order of importance on the Learning Design Principles Worksheet. Note, that you are free to discard any of these principles and/or add others to the worksheet.
* Once you have agreed on an order, complete the remaining squares.
1. **Learner engagement:** Consideration shown to one or more of the following: a variety of activities including an authentic focus; learners are active & engaged with peers and staff; learners are able to reflect on and integrate the learning experience.
2. **Constructive alignment:** There are consistent, coherent and logical interconnections between graduate profile, intended learning outcomes, teaching/learning activities and assessment activities. Content to be appropriately structured & purposeful.
3. **Activity-based and authentic assessment tasks:** The topic design enables learning to be constructed through the use of activities and, or supported by interpersonal communication. (Topics are not driven by information transference). Assessment tasks are based around real-world tasks and/or contexts.
4. **Constructivist approach as appropriate to the learning context:** In what ways are problems, issues and activities situated for the student using authentic examples that connect to the real world beyond the classroom. This includes acknowledging the appropriate level and types of learning, including a variety of learning styles.
5. **Challenge learners and develop learner autonomy:** Consideration shown to how learners will be provided with opportunities to develop skills and knowledge through tasks that are problem based.
6. **Feedback & practice:** Consideration given to how learners articulate and demonstrate to themselves and others what they are learning, supported by regular constructive feedback and social dialogue (tutor and peer)
7. **Learner guidance:** Consideration shown as to how learners are supported and guided through their learning, demonstrating clear scaffolding to encourage greater student responsibility. This includes guidance on how to use technology in learning.
8. **Pedagogically appropriate technology use:** Where technology is used, it should extend the potential for learning, and not be used simply for its own sake. Learner capability and support requirements will form part of this decision.

### Fig. 1 – Learning Design Principles

*To cut out and paste onto Learning Design Principles Worksheet.*

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| Learner engagement | Constructive alignment | Activity-based and authentic assessment tasks |
| Constructivist approach as appropriate to the learning context | Challenge learners and develop learner autonomy | Feedback & practice |
| Learner guidance | Pedagogically appropriate technology use |  |

# Learning Design Principles Worksheet

*Print this page on A3 paper.*

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| Learning design principle | Why is this principle important to you? | What learning or assessment activities could support this principle? |
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