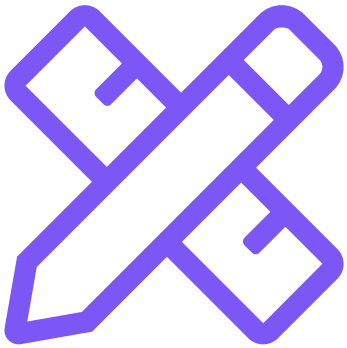


Element 12

Learning Experiences: Design & Delivery

At Learnlife, learning design focuses on the delivery of competencies, skills and concepts. Learning guides create and co-create learning experiences that offer individual outcomes. Knowledge gained through learning content becomes a by-product of the overall learning.

Learning Experiences: Design & Delivery

The fourth industrial revolution provides a welcome opportunity to challenge and refresh how learning is designed and delivered. In an information age, supported by technology, content can become a by-product of learning where the acquisition of skills and competencies can take precedence.

Technology enables opportunities for individual learning which can be inspired by unique purpose. Learners of all ages could thrive in a context where they can determine what they wish to learn, and this immediately provides the motivation necessary for individuals to fully engage. A learning community should therefore ensure that the learning experiences it designs and delivers can be unique and relevant to suit each individual.

The days of teachers designing and delivering their own programmes for learning for a single class must be discarded and replaced by new collaborative design. A team of learning designers in a new learning paradigm can essentially co-create learning with their learners - and they can guide the learning, not lead it. This is a step away from the traditional teacher-at-the-front scenario.

The four key components to consider when designing learning experiences are; collaborative opportunities exist; individual passions and needs are met; mandated requirements are covered; and transdisciplinary learning opportunities are possible. Aside from meeting mandated requirements, the other three key components are critical factors to inspire and cultivate the creativity and innovation skills needed to thrive in an agile world.

Typically, teacher training courses have encouraged educators to design learning programmes that cover a mandated curriculum, which often focuses on content. A common problem in this scenario is the overcrowded curriculum - too many competing subjects, perspectives and priorities to be merged into one cohesive programme. Individual learners must become empowered to design their own learning programme that they want to fully engage with.

If the overarching goal in a new learning paradigm is to build the capacity for self-determined learning, then learning design must reflect this. Lifelong learning is required to ensure continued success for every individual long after formal education ceases, and the learning community must set itself up to enable learners to develop the skills and competencies that can enable them to design their own learning and cultivate their own life paths.

Then	Now
• Learning was designed and delivered by the educator and decided by a mandated curriculum. • Content was the sole driver for learning success. • Curriculum content focus was a pathway for success.	• Learning can and should be determined by the individual with the educator supporting and facilitating. • Content is a by-product of learning with skills and competencies taking precedence. • Curriculum content focus no longer provides the learning experiences that ensures success after formal education ceases.

Starting Questions

1. How much input do learners in the learning community have on the design and delivery of their learning?

2. Can learners fully engage in learning that is designed for them?
3. How should educators set up their learning community to ensure the learners are represented in the design for learning?
4. How might learning communities use technology to encourage learning experiences that are highly individualised?
5. How can a learning community develop itself to become exceptional designers of learning experiences that suit 21st century learning?
6. Does the community wish to explore learning design which extends the common features of the existing, traditional paradigm? (e.g. timetables/schedules; ages/stages; defined/spontaneous learning)

Key Initial Actions

1. Invite people to join a 'guiding coalition' who will promote and lead change.
2. Initiate a collective envisioning process via dialogue, evaluation, research and observation to generate a vision statement in relation to pedagogic approaches.
3. Create dispersed mini-teams to evaluate learner progress and feedback challenges and successes to the wider team
4. Target print or digital messaging around the community - aim to reinforce a positive culture of learning in every image or communication

On-going Actions

1. Endeavour to free up experienced staff to become in-house pedagogic coaches - able to support any staff who wish to design and deliver learning in new ways.
2. Initiate regular 'share' sessions where people share their successes or challenges collectively - aim to foster a safe culture for experimentation.
3. Connect with similarly minded organisations beyond the immediate community, and with universities and industry.
4. Promote a culture of observation, reflection and prototyping.
5. Conduct regular surveys of the subsections of the wider community with the intention of using such feedback directly for improvements in design for learning.

Further Reading

21st CENTURY LEARNING DESIGN: Learning that matters

Centre for Curriculum Redesign

An education system for the future

The Futures of learning 2: what kind of learning for the 21st century?

21ST Century Learning by Design: It does not happen by accident!

'No limits: Curriculum for success in the 21st century': Aspirations Academy

Why Personalization in Education Misses the Point

Learning progressions: Pathways for 21st century teaching and learning

Watch

Teach Less, Learn More

What should students learn for the 21st century? A Four-Dimensional Education

Find out More

Picture this…
A team of teachers who no longer have to create individual lessons, but spend their preparation time to collectively design a season of learning experiences, with the intention of sparking strong engagement with over 180 learners - this is the collective responsibility of the team.

Today one teacher takes the process lead, the others will be rostered to have their turn over a two year cycle. To initiate the process, the team weave ideas and thoughts together, referencing mandatory curriculum requirements and then engaging in plenty of 'blue sky' thinking as they imagine crazy concepts in potential reality. I hear 'what if?' repeated on multiple occasions as I watch professionals fully engaged in what I imagine they became teachers to do - to share their passion for learning with colleagues in a highly creative and productive process.

Together they weave a framework for a ten-week cycle of rich learning experiences that will activate deep learning in their community. Among many ideas, they are drawing different strands of discipline-based and transdisciplinary learning together.

What a privilege to watch this team, comprised of newly qualified to highly experienced professionals - all with evident equality of unique ideas!

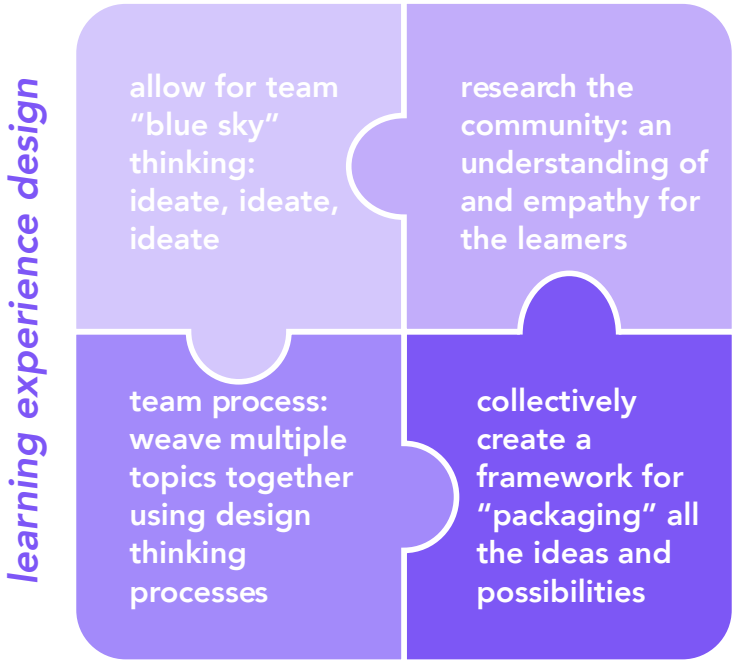
Key Ideas

1. A new learning paradigm needs fresh frameworks for viewing how learning might be best facilitated
2. The days of individual teachers developing their own programmes of work for a single class context need discarded - replaced by collaborative co-design of learning experiences
3. Learning experiences should promote the understanding, development and application of core concepts, skills and competencies
4. Design thinking processes, starting with empathy, are useful when designing cohesive and protracted learning experiences

Questions

- Does the community exist or want to exist within a system or outside a system? How will this decision impact learning design?

- Does the community wish to explore potential learning design which extends the common features of the existing paradigm? (e.g. timetables/schedules; ages/stages; defined/spontaneous learning)
- How will the community handle the development of core concepts and broad literacies?
- Will the learning design be intradisciplinary, cross-disciplinary, multidisciplinary, interdisciplinary or transdisciplinary?[1]



Why new learning design?

Continued tinkering with existing systems of mandated curricula, essential content and standards-based assessment, is really just repainting an old ship or rearranging deck chairs on the Titanic. Believing we have entered a new era of human history - the fourth industrial revolution - means we must recognise it demands changes in how we educate future generations to help them thrive. We must ask; how we learn; for what purpose we learn and what might this new learning look like? Answering these questions requires educational mavericks to co-create new learning design.

The change process in education is probably the most complex, critical and least understood. Conversation remains limited to a conceptual level without any available actionable roadmaps for change. A new design for learning must be directly understood by practitioners willing to forge uncharted territory in learning design - and likely spend a lot of time failing forward.

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[1] Alexander Refsum Jensenius Disciplinarities: intra, cross, multi, inter, trans

> ***'Maybe we should focus on learning as a process of invitation, not intervention.'***
>
> *Sasha Barab*

A learning utopia

If we imagine a learning utopia to match this paradigm shift, it would most likely include independent and interdependent learning capabilities. Learners of all ages would thrive in a context where they could determine what they wish to learn. There would be observable collaboration, respect and teams-at-work. Technology would provide information, options and extend the capacity of the physical learning space.

We will never likely reach a learning utopia, at least not universally. But dialogue around new learning experiences is essential to formulating new design and delivery in learning communities. There are a number of questions that must be posed and answered, and following this a range of further considerations:

- **Intradisciplinary:**
  working within a single discipline
- **Cross-disciplinary:**
  viewing one discipline from the perspective of another
- **Multidisciplinary:**
  people from different disciplines working together, each drawing on their disciplinary knowledge
- **Interdisciplinary:**
  integrating knowledge and methods from different disciplines, using a real synthesis of approaches.
- **Transdisciplinary:**
  creating a unity of intellectual frameworks beyond the disciplinary perspectives.

Further Considerations

A. **Pedagogic vision**
   Is there a clearly articulated and understood shared vision for what learning will look like in the community? Is this vision a reshaping/rewording of existing models or is it genuinely a new paradigm? Is there a strategic vision for pedagogic growth in the community?

B. Workforce capacity

Does the workforce have the capacity and ability to implement a new paradigm? If not, is there an ongoing strategy for community growth and development?

C. Team capacity

Is there a guiding coalition with the capacity to steer change? Will there be consistent experience of a new paradigm or will that be dependent on who is responsible for the learning? Can you identify a team that is well-aligned with the direction and capable of working in and as a team?

D. Learning ecosystem and resourcing

Is there a defined learning ecosystem? Does the community have suitable resources to make fundamental shifts in the way the community learns?

E. Stages of learner capacity

Is it possible to identify and define where various learners are on their journey towards independent and interdependent learning? How will the community cater for people at different stages of independence and interdependence? What is the place of learner agency?

F. Progression: mastery or other determinants?

How might mastery be handled in a new paradigm? Will learners be able to make a direct and positive impact with their ideas?

G. External constraints or opportunities

Does the community exist within a system that will impose external constraints and mandated parameters? If so, how might the community explore avenues for creativity within those parameters? How might this vary from stage/age to stage/age? Would the community want to operate both within and outside external parameters for different groups? If so, what might this look like?

H. The place of content and direct instruction

Does the community hold a common consensus on the place of content? Is there (or does there need to be) any notion of core content or concepts that should be covered? How will people access information? What is the place of direct instruction? Is there community-wide consensus on this?

I. Relative freedoms

Does the community have freedom to develop learning experiences from outside the jurisdiction of any external body? If so, will the community move all learning programmes to the same level of independence?

Why the complexity?

The creation of a design for learning and/or the creation of learning experiences is not something most educators have had experience or training in. And also outlined above, there are multiple philosophical questions connected to the process. Apart from this, the process of bringing potentially disparate components together to form one cohesive framework for learning will be very time consuming and most likely require perpetual focus, adjustments and evaluation.

Traditional Lesson Programming vs Designing Learning Experiences: an overview

The key difference in approaches relates to a shift from programming lessons to designing learning. The argument for the 'programmed' approach to learning rests on a viewpoint that suggests there is a body of content (knowledge) that must be conveyed and absorbed for a person to function effectively in a community. The opposing perspective would suggest that this often-labelled 'spoon fed' approach has little effective, long term impact.

Typically, teacher training courses provide grounding in programming lessons, where an individual teacher will merge multiple demands into one programme. In many instances, such programmes are submitted to a supervisor who will assess whether the mandated curriculum, content and indicative times have been adequately met. A common complaint heard in many countries is that of the overcrowded curriculum - too many competing subjects, perspectives, priorities to be merged into one cohesive programme.

The following table outlines the key aspects of two ways of viewing the learning process:

Traditional classroom programming	Designing learning experiences
curriculum based	competencies, skills, and core concepts learnt through experiences
content specific	content introduced when and as relevant and authentic
teacher initiated	team initiated
discipiline specific	both transdisciplinary and focused

textbook aligned	aligned to learner level, need an experience
independent exercise for teacher	collaborative excercise for teacher
merging school policies and priorities with national mandated curriculum; often shaped around indicative mandated time	design thinking processes using empathy as a starting point for learning experience design

A Different Process

Learning design and delivery based around the concept of learning experiences is an aspect of a new paradigm for learning requiring key aspects of Toffler's learning, unlearning and relearning for adults - both teachers and parents alike. It is not that content and knowledge becomes discarded, rather the process for learning applies a version of design-thinking to suit education.

For teachers, a shift from	to
working solo	working as part of a team
thinking content & curriculum first	thinking about child and their needs first
relying on pre-learning & prescription	relying on the team and creativity
usisng assessment criteria as an endpoint	using evidence of growth as an indicator
expecting to control & manage	expecting to guide, support and unleash
expecting facts & content to be memorised	expecting facts and content tobe accesible, understood and applied as needed
working through prescribed content	identifying what core concepts are necessary as the "building blocks" within a wider creative endeavour and facilitating a learning experience that would promote conceptual growth.

How the process of designing for learning works conceptually

The process starts with often competing concepts (demonstrated below):

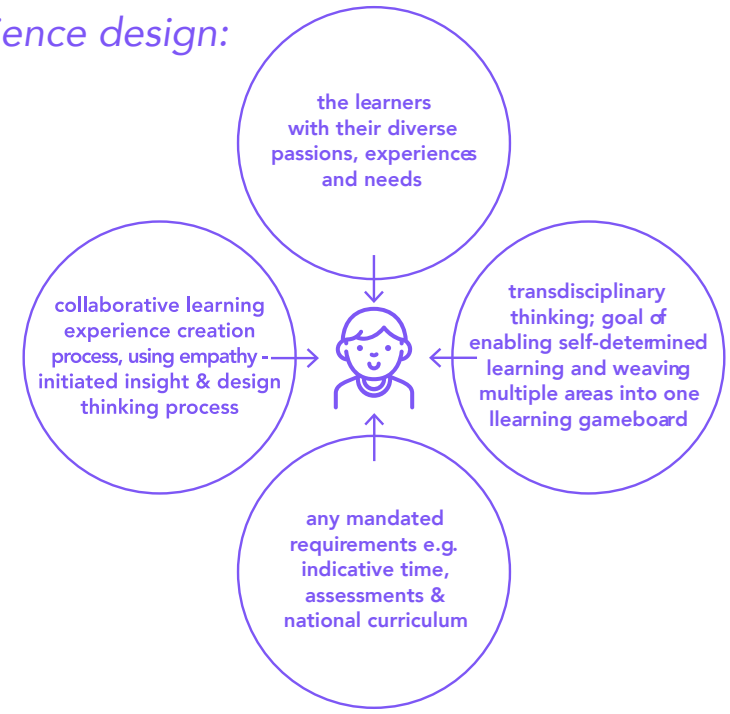
1. The learners with their diverse passions, experiences and needs;
2. Transdisciplinary thinking with the aim to enable self-determined learning and the weaving of multiple areas into one learning game-board;
3. A collaborative learning experience creation process, using empathy-initiated insight and design-thinking processes
4. Any externally mandated requirements such as indicative time and national curriculum

Design: Starting Point

The process is best undertaken with all team members providing input. Ideally it involves plenty of 'blue sky' thinking and wild ideas. The design process will capture what might work well and weave these into a coherent design. At the centre of the process is empathy for the learners. The process should aim to find a topic and potential pattern of experiences that are broad enough to be taken in multiple directions; flexible enough to be spontaneously adapted; curiosity-inducing, while enabling any mandatory requirements to be met. The framework might provide the majority/total focus for the learners at any given time, or if working within tight external constraints, can be more limited timewise.

(Resources such as Design Thinking for Educators are invaluable for this process designthinkingforeducators.com

learning experience design:
starting point



You might need to consider...

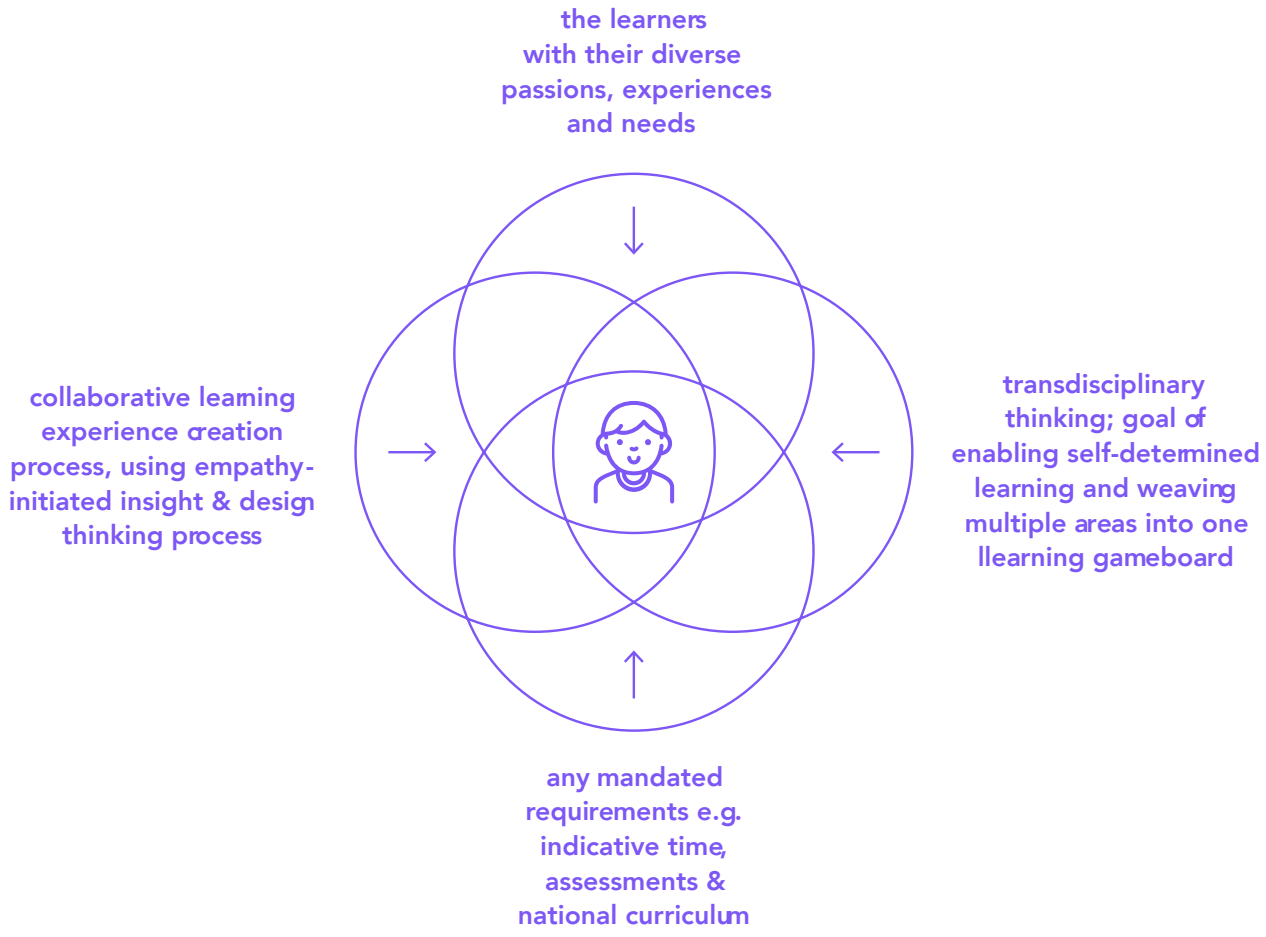
If working with children who have been used to more prescriptive approaches in curriculum and content, the frameworks can initially be flexed to provide a visible structure for the learner. Over time, these can be relaxed to prompt more self-determined learning.

The Aim

The aim of the process is to gradually draw the competing components together to meet all known parameters while creating a blueprint or gameboard for learning. There is no intention in this overview to become specific because the outcome should necessarily be different in every context. It describes a process only - the gradual collective creation of a cycle of learning that possibly focuses on a meta-theme relevant to any specific societal and global area of activity or thought.

Learning Experience Design

Using a recurrent and collaborative process, the different perspectives are gradually brought together into one cohesive overarching learning experience, with the capacity for multiple directions:



The End Point

The model presented is very broad with little detail beyond the concept. This is because it provides an overview of the concept only. Every context and team are different. The stage/age of the learners will impact all the choices and it will vary depending on whether the programme is part of the wider mandated curriculum framework or perhaps whether creative scheduling has enabled time to be freed up that sits outside any mandated content and timetable.

learning experience design:
end point

the development of a cohesive framework for a string of learning experiences, perhaps framed under one broad meta-topic that has united the competing perspectives and creates a gameboard for individual learning

Some schools or learning communities have found it useful to be more specific in initial versions, so as to provide sufficient structure for teachers/learning guides to comprehend. An example might be to use a grid created by listing Gardner's multiple intelligences against Bloom's taxonomy. Into each intersecting square, the created task can arise out of the multiple intelligences framework and Bloom's hierarchy of difficulty. Such a game-board approach is a structured way of exploring the potential opportunities of any design for learning.

Decision Hierarchy for learning Design

inside the system	outside the system
which sections of the community? primary and/or secondary?	which sections of the community? primary and/or secondary?
• meet mandatory components • look for creative opportunities	identify possible transdisciplinary opportunities
identify possible transdisciplinary opportunities	identify supplementary resources: palces; people; projects

identify any potential to team & exploit potential "gaps"	identify target core cocepts, skills & competencies as relevant
use design thinking to processes to create relevant cycles of learning	Use design thinking processes to wave a matrix of activities
aim for high agency & choice regardless of context	aim for high agency & choice regardless of context

'... the core value exchange — learn this stuff and I'll give you a grade — is just a bad bargain.'

Tom Vander Ark

A final thought

In the bigger picture we have reached an emerging global awareness where different groups are recognising that education systems are producing graduates not 'fit for purpose'. No longer is a tertiary qualification an entry in the workforce. The era of international testing is also being increasingly questioned[2] and the OECD has a project looking beyond the current strategies into what is needed: The OECD Learning Compass 2030 defines the knowledge, skills, attitudes and values that learners need to fulfil their potential and contribute to the well-being of their communities and the planet[3].

Shifts in wider society provides an outstanding opportunity for a move away from individually programmed lessons to collectively curated learning experiences. Technology already exists to support this reorientation, and if implemented effectively, will offer the essential ingredients to foster the skills and competencies of all learners into the 21st century. Emerging learning design experiences will pioneer change long into the future, and from its foundations, assist to inspire the next generation of educators who will be suitably equipped to design learning experiences fit for their time and purpose. The key to driving new learning design is to utilise the key skills that a new generation needs - creativity, problem-solving, critical thinking and collaboration - and for educators to approach new designs for learning with agility and creativity, and a willingness to fail, but a stronger willingness to persist.

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[2] What works may hurt: Side effects in education

[3] http://www.oecd.org/education/2030-project/teaching-and-learning/learning/

> ***'Spoon feeding in the long tun teaches us nothing but the shape of the spoon'***
>
> *E.M. Forester*

Act Now

Today's challenge in a knowledge economy is not finding information, but finding the correct information and using it to develop and support learning. The world of education is saturated with a plethora of content regarding pedagogy, theory, skills, competencies and methods, and within this world is a broad scope of various approaches and opportunities for delivering learning. Designing new curricula fit-for-purpose, requires a multi-faceted response from various key stakeholders, not just in the education world, but within society. Most importantly there is no single, correct way to designing and delivering new learning experiences.

At the macro level

1. Initiate a collective envisioning process via dialogue, evaluation, research and observation to generate a vision statement in relation to pedagogic approaches
2. Clearly communicate the vision to encourage alignment and participation
3. Invite people to join a 'guiding coalition' who will promote and lead change
4. Encourage all sub groups (sections, faculties, units) to interpret the pedagogic vision into their sphere of activity; link organisational resources to these groups
5. Endeavour to free up experienced staff to become in-house pedagogic coaches - able to support any staff who wish to design and deliver learning in new ways
6. Initiate regular 'share' sessions where people share their successes or challenges collectively - aim to foster a safe culture for experimentation
7. Endeavour to minimise meetings and maximise professional growth opportunities
8. Connect with similarly minded organisations beyond the immediate community
9. Promote a culture of observation, reflection and prototyping - the more a community becomes aware of other projects or programmes, the stronger the dynamic for change will become

10. Conduct continued research that highlights emerging learning innovations and new learning opportunities
11. View the need to grow collaborative capacity as one of the core functions of the community
12. Cooperate closely with industry and universities

At the micro level

1. Support all endeavours to design learning experiences from new perspectives
2. Enable ongoing and regular observation of 'best practice' both within the community and elsewhere
3. Create teams to evaluate different emergent frameworks involving competencies, skills and core concepts; empower such teams to develop a framework suited to the exact context of the community
4. Create dispersed mini-teams to evaluate learner progress and feedback challenges and successes to the wider team
5. Encourage all adults to pursue and model their own professional or personal passions e.g. if there are artists, musicians, scientists, researchers, writers etc within the community, create strategies to make this visible to the wider community
6. Target print or digital messaging around the community - aim to reinforce a positive culture of learning in every image or communication
7. Conduct regular surveys of the subsections of the wider community with the intention of using such feedback directly for improvements in design for learning
8. Capture effective processes that can be seen to have a positive impact on learning and share these
9. Grow the ability of all educators to create and use a virtual learning space that mirrors the physical space
10. Create strategies that enable differentiated approaches to learning: aim to progressively encourage self-determined learning
11. Prototype the measurability of skills and competences using qualitative approaches
12. Cooperate closely with all stakeholders, whether internal or external

Examples in Action

The following examples demonstrate different approaches to new designs for learning. Some include frameworks and curriculums for skills and competencies, while others exemplify the use of learning methodologies to drive effective learning through which skills and competencies can be acquired.

Aspirations Academies
Aspirations academies are committed to providing learners with the knowledge and skills required to succeed in the 21st century. Core learning and applied transdisciplinary learning will be seamlessly integrated within the school day.

Col-legi Montserrat
A place where multiple intelligences are the main driver of change and of the transition towards cooperative learning, and a project-thinking culture.

Aotawhiti School
The Discovery1 primary school in Christchurch, New Zealand, designed the organisation, methodology, and evaluation for the community's official curriculum. Parents, students, and teachers, along with other education professionals and experts, worked together to redesign their school.

Northern Beaches Christian School
Northern Beaches Christian School has explored the design of different frameworks for learning for over a decade. This has occurred in a context that is 'within the system'. The approaches differ depending on the stage/age of students.

Escolas Lumiar
Escolas Lumiar are three primary schools that share the same pedagogical motto: "Interactive and inter-disciplinary mosaics are the basis for building knowledge". At these schools there are no lessons, no fixed schedules, and no old-school teachers –as they put it.

Big Picture Learning
A school whose vision is that all students live lives of their own design, supported by caring mentors and equitable opportunities to achieve their greatest potential.

New Tech Network
The shared vision for student success is college and career readiness for all students.

Envision Education
Envision Education's model is realised by students regularly presenting and defending their academic work, their growth, and their readiness to advance.

Further reading

21st CENTURY LEARNING DESIGN: Learning that matters

Centre for Curriculum Redesign

An education system for the future

A collaborative approach to teaching and assessing 21st century skills in Africa

The Futures of learning 2: what kind of learning for the 21st century?

Learning progressions: Pathways for 21st century teaching and learning

21ST Century Learning by Design: It does not happen by accident!

'No limits: Curriculum for success in the 21st century': Aspirations Academy

Integrating 21st century skills into education systems: From rhetoric to reality

Why Personalization in Education Misses the Point

WEF: Realizing Human Potential in the Fourth Industrial Revolutio

Learning progressions: Pathways for 21st century teaching and learning

Centre for Curriculum Redesign (CCR)

Battle for Kids

Watch

Teach Less, Learn More

What should students learn for the 21st century? A Four-Dimensional Education


learnlife