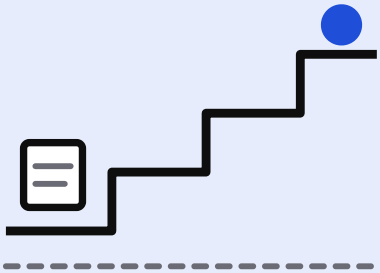
Discipline

Learning design

Designs activities, materials, resources and environments so that people learn, often with the support of technology.



In Spanish
Diseño del aprendizaje

Origin
Laurillard (2012); Conole (2013)

What it deals with

Teaching well isn't only knowing a subject: you have to decide what learners will do, with what and in what order.

Principles

Teaching is designing
Every course is a design that can be tested and improved.

Shared design
What works is described so other teachers can reuse it.

Activity-centered
You design what learners do, not just what they are told.

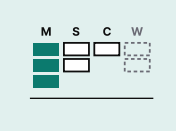
Applications in design

✓ Use it like this
Start with what learners must be able to do at the end.

✗ Avoid
Filling a course with content without thinking about what activity the person will do with it.

👁 Don't fall for it
A platform isn't a design: technology only helps if it supports a well-thought-out activity.

Methods and tools



Method

MoSCoW method

Sorting what you want to do into must, should, could and “not this time”.



Method

Personas

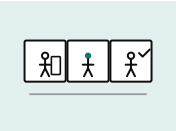
Research-based characters that represent groups of users and their goals.



Method

Prototyping

Building quick, incomplete versions of an idea to test it before developing it.



Method

Storyboard

Telling in panels how someone uses a product or a service.

Connections

Builds on

- Cognitive psychology
- Cognitive load
- Flow
- Self-determination theory
- Human-computer interaction (HCI)
- Paradox of the active user

Related to

- Information design

Authors and works

2012	**Diana Laurillard**	Argued that teaching is a design science and proposed sharing what works as pedagogical patterns.
2013	**Gráinne Conole**	Proposed methods and tools for designing learning in open and digital environments.

Sources

Original sources

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- Conole, G. (2013). Designing for learning in an open world. Springer. View source (https://doi.org/10.1007/978-1-4419-8517-0)
- Conole, G. (2014). The 7Cs of learning design: A new approach to rethinking design practice. In S. Bayne, C. Jones, M. de Laat, T. Ryberg, & C. Sinclair (Eds.), Proceedings of the 9th International Conference on Networked Learning 2014 (pp. 502–509). View source (https://journals.aau.dk/index.php/nlc/article/view/9048)
- Salmon, G. (n.d.). Carpe Diem: A team based approach to learning design. Gilly Salmon. View source (https://www.gillysalmon.com/carpe-diem.html)

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- Farooq, A., Alabed, A., Msefula, P., Al Tamime, R., Salminen, J., Jung, S., & Jansen, B. (2025). Representing groups of students as personas: A systematic review of persona creation, application, and trends in the educational domain. Computers and Education Open, 8, 100242. https://doi.org/10.1016/j.caeo.2025.100242 View source (https://pureportal.strath.ac.uk/en/publications/representing-groups-of-students-as-personas-a-systematic-review-o/)

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