Designing for Learning

(Or my attempt to explain why learning management systems irritate me so much.)

Find this worksheet, video, and more information from this session at **bit.ly/ATL-curricdesign**

Learning Management Systems like D2L and Moodle are inherently designed for *managing* rather than *learning*. They can get in the way of scaffolding, designing, contextualized and connecting with the material. User Experience Design principles can help instructors structure and present material in a way that compliments teaching and supports learning.

Tip 1: Take the time to *explicitly* map out what you want to teach and when you want to teach it.
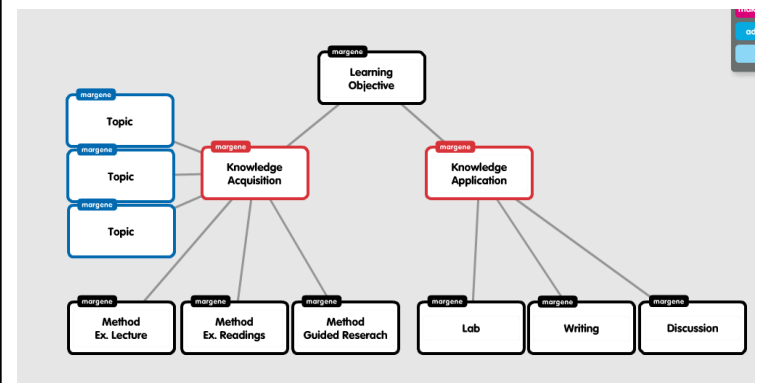
Design top level curriculum	Design lessons
See it @ http://popplet.com/app/#/2236604	See it @ http://popplet.com/app/#/2236604
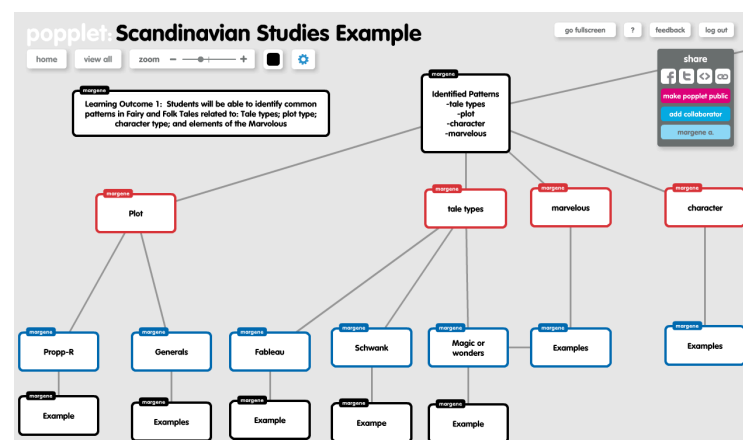
Tip 2: Design a Homepage layout that *reflects* Top Level Curriculum Design


Chronologically

Topically

Or Both

Tip 3: Design lesson layouts that contextualize and sequence materials and activities to *reflect* your lesson Design

Human's have a strong proclivaty for categorizing, cataloging, and classifying. We do it for everything: This is a dog, this is a cat; this belongs this doesn't. In fact, it is such a critical skill, Seasame Street has a song about it:

Why is this relevant?

Let's take a look at a simplified version the cognitve tasks our minds engage in when faced with a new piece of information (input).

Reconsider "Text" Online
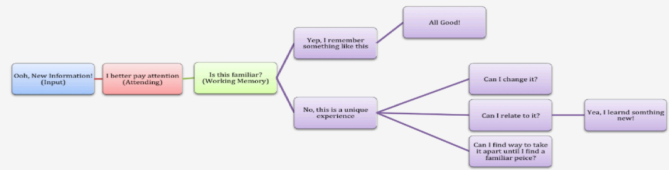
Summary of Week 1 (Feb 10) Session:

Texts

- Booth School of Management at University of Chicago (2014). The Big Question: Does Your Company Need an Artist?
- Gardner (2011). Chapter 2 of *Truth, Beauty, and Goodness Reframed: Education in the Age of Truthiness and Twitter*.
- Richard Heffner's *Open Mind*. (2 July 2011). Interview Video & Transcript (Richard Heffner and Howard Gardner).
- Winterson, J. (2002, November 25). The Secret Life of Us. *The Guardian*.

Defining Aesthetics & Beauty

We defined aesthetics as a branch of philosophy having to do with the creation and appreciation of beauty and with the nature of art, beauty and taste. We also discussed Howard Gardner's conception of a beauty as the property of experiences. **Gardner** focuses primarily on experiences in art & nature. Per Gardner, to be deemed beautiful an experience must have three characteristics: It must be interesting enough to behold; it must have a form that is memorable; and it must invite revisiting. And it must elicit a *sensation* in the observer. We compared Gardner's definition with **Heisenberg's** conception of beauty in science as the proper conformity of the parts to one another and to the whole.

We discussed the notion of aesthetic judgment – which is personal, subjective, and contextual. There are no rules or rights answers. With aesthetic judgment the concept of "liking" or "not liking" may not be the most helpful or relevant because when approaching the beautiful, quite often we may be made uncomfortable at first. Your judgments of what is beautiful need to have a basis—palpable reasons or factors that differentiate an experience you find beautiful from one you do not.

Finally, we discussed the concept of disinterest and the fact that aesthetic judgments are for their own sake. We talked about how aesthetic judgment, per John Dobson, may be particularly useful for business leaders who must continually distinguish between *excellence* and its by-product, *material wealth*. We looked at quotes by others suggesting that business leaders need an appreciation of art and beauty because the "economic lens" is a limited or constraining viewpoint on the world—we need a basis on which to value things that may not have economic value. We spent a good bit of time discussing the tensions between the aesthetic and business realms (and the different perspectives one encounters in each). We talked about being a different "value system". We also discussed some of the comments to Diane's first post about this class on her blog, Jumper. You may also want to read the post this week, which includes an essay by Ragsdale called Why Beauty in a Business School?

Here are the slides from this week's lecture.

During the break we listened to the cellist Maya Beiser perform the Arvo Part composition "Fratres" on her album *World to Come*.

Use inline navigation

This Week's Inclass Activities:

- **Help/Help**
  - If you have something you think would "help" the group to share (maybe you figured out how to do something) or you could use a little crowd sourcing "help" we'll make some time to share

- **Sifting, winnowing, and the Wisconsin Idea:** Another of Margene's mini-lecture.

What does that look like tomorrow? That's up to you...

- **Book Talk: The Wisconsin Idea Brochure and the Unlikely Disciple, Chapt. 5-6**
  - We'll take a look at this Brochure
  - Then we'll do a little compare and contrast of the Wisconsin Idea, your Wisconsin Experience and the similarities and major differences you are reading about in the Unlikely Disciple.
  - We'll discuss why we are reading the Unlikely Disciple and some themes that came up in chapter 5 and 6 including
    - Assumptions
    - Microagressions
    - Dating
    - How to have a academic discussion about topics you may have strong opinions of. Examples from the book include homosexuality, sexuality, the definition of Christian, morality...
    - A "true social code." The unspoken rules of a community.

Use Weighting and Establish Hierarchy

Tip 4: Make the connections visible in your Navigation scheme

Want to learn HOW TO? Go to bit.ly/learnuw120