LXD PLAN FOR DESIGN LEADS



Course Name & Description	Туре	Course Objectives
Creating a Student-Centered Learning Environment		 Integrate into the learning environment individual, collaborative team, and large group work Find opportunities for students to work at their own pace and explore
Create a learning environment where each participant feels heard, seen, empowered, courageous, and can make choices and decisions to guide his or her learning.		 their own interests Generate high degree of student engagement and make learning joyful, challenging, and exciting Express to students so they understand what they are learning and why

Par t	Module Name (Core Modules)	Module Objectives	Time (hrs/mins)	Modality (In Person, Virtual, Platform)	Experiences (Assignments, Discussions, Polls, Groups, Teams)	Content / Supporting Resources (General content ideas, Specific Existing, New)
0	Pre-Course Work	• -			• - • - • -	• - • - • -
1	Types of Work	 Assure that students work in teams on problems and projects so that there is interdependence and individual accountability 	3 hrs. / day 3 hrs. / day	Virtual, small group discussion, Slack channel In person, instructor-led	 lectures videos questions discussions polls reflection assignments 	existing, create, and curate 20 / 40 / 40 • problems and projects that are interdependent and have individual accountability • case study • videos

		Synthesize in large group discussions to reiterate key points from the individual work		small group discussion, large group discussion		 create discussion questions for the small and large group discussions create list of key points to be reiterated slack channel polls reflection teams and small group problems and projects, combine different types and different sizes assignment
2	Pace and Exploration	 Allocate some time for students to learn autonomously (Teacher can walk around to answer questions or clarify details. Each student gets the possibility to learn according to his or her learning preference. Example activities include: Read, research, create mind-map, look at examples) Create an original product that are suited for individual 	3 hrs. / day 3 hrs. / day	Virtual, e-learning, Zoom, Zoom – breakout rooms, Slack channel In person, small group discussions, large group discussions	 simulations lectures videos articles paperwork presentation assignments groups 	existing, create, and curate 20 / 40 / 40 • activities to learn autonomously • product examples to look at for ideas and inspiration • articles • case study • questions • discussion points • activities for learning preferences • goals • simulations • assignments • presentations

		competency and skill level (Students are working on a similar set of goals but not all on the same activity or task.)				 tailor activities to learning preferences product examples to look at for ideas and inspiration eLearning paperwork
3	Engagement	 Incorporate Project-Based Learning (PBL) activities by identifying real-world problems and developing real-world solutions. Active learning is happening - they are formulating questions, having discussions, explaining, and debating. Guide students so they are doing the bulk of the work and the talking and create learning that is personalized 	3 hrs. / day	Virtual, e-learning, Zoom, Slack channel Instructor-Led, in person, small group discussion, large group discussion	 role-play lecture eLearning video discussion questions presentation survey assignments groups networking chat 	existing, create, and curate 20 / 40 / 40 • project-based learning activities • real-world problems • videos • lectures • case study • questions • discussion points • networking • assignments • presentations • role-play • surveys • debates • personalized learning activities • groups • chat

4 What and \	 Encourage students to take ownership of their learning Address the need for student-material connection so students can find the material useful and meaningful 	3 hrs. / day 3 hrs. / day	Virtual, e-learning, Zoom, Slack channel Instructor-Led, in person, small group discussion, large group discussion	 Lectures Videos eLearning articles presentation polls survey questions discussion assignments groups networking 	existing, create, and curate 20 / 40 / 40 taking ownership of learning student-material connection eLearning videos articles case study presentation questions discussion points assignments networking examples of student-material connection groups
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