

Pedagogical Considerations

1 LEARNING INTENTION

Begin with the purpose of the learning experience and use that as a driver for decision making. Consider which technologies can assist in meeting these aims and best support individual student needs.

2 CO-DESIGN OF LEARNING

Engage with student preferences and interests during learning design to build student agency and enhance personalisation. Be flexible in allowing students to determine the way they engage and respond to tasks.

3 AUTHENTICITY OF TASKS

Build authentic tasks into the learning design. This will enhance engagement and provide appropriate levels of challenge. It can in turn help to motivate and engage students.

4 FEEDBACK AND EVIDENCE

Design a range of approaches and opportunities for providing feedback, including peer-peer and self-reflection. Embed choice of preferred technologies to personalise presentation of evidence.

5 COLLABORATION AND RELATIONSHIPS

Provide opportunities for peer-peer and group-group collaboration. This can help to support meaning-making and also generate a culture and climate to promote wellbeing and equity for all students.

6 OPPORTUNITY OF TECHNOLOGY

Utilise technologies in collaboration with students to explore creative ideas with potential real world impact. Embed these into learning design and consider ways to connect with others globally on topics of student interest.



Replicate

Learning experiences can replicate existing lessons. This will usually involve minimal changes to style or content. Instruction may occur through a simple online platform. This may involve sharing pre-recorded content, collaboration in online documents, or even basic live, interactive discussions.



Adapt

Learning experiences can be adapted to suit new environments. Consider opportunities given through technologies available and make adjustments based on pedagogical preferences and student need. Where can students co-design learning and inform how evidence is demonstrated?



Create

Learning experiences can be created new. This process still begins with the purpose of any learning experience, but draws on student needs, skills and preferences. These are placed alongside the strengths of available technologies as a way to augment and guide learning design.