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 that promotes 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 available technologies provide 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 the 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.

AISNSW Learning from Home Portal
AISNSW is working with all NSW schools to continue populating the Learning from Home Portal to collate and share online resources that can be used to support the delivery of remote learning.

https://www.aisnsw.edu.au/learning-from-home