

# **ADL521 Learning Design and Methodology**

**Level:** 5

**Credit Units:** 5 Credit Units

**Language:** ENGLISH

**Presentation Pattern:** EVERY JULY

## **Synopsis:**

ADL521 Learning Design and Methodology examines key concepts, principles and processes in designing effective teaching-learning experiences to enhance adult learning. This course foregrounds teaching as a design practice. What are the essential dimensions in designing learning experiences that engage adults to learn? The two overarching dimensions include: (1) Designing for effective learning – approaches to learning, constructivist perspectives on learning, constructive alignment and learning outcomes; and (2) Engaging adult learners – effective teaching-learning strategies, motivational design, lifelong learning, and reflective practice.

## **Topics:**

- Learning Design: Principles and Processes
- Adult Learning and Pedagogical Paradoxes
- Conceptions and Approaches to Learning
- Constructivist Perspectives on Learning
- Teaching-Learning Strategies: Principles
- Teaching-Learning Strategies: Practices
- Constructively Aligned Outcomes-Based Teaching and Learning
- Cognitive Load Theory
- Motivational Design in Learning
- Growth Mindset in Learners
- Lifelong Learning for the 21st Century
- Reflective Practice: Principles and Practices

## **Textbooks:**

Biggs, J. & Tang, C.: Teaching for Quality Learning at the University: What The Student Does, 4th Edition <eBook> 4 McGraw-Hill  
ISBN-13: 9781307374339

Laurillard, D.: Teaching as a Design Science (2012) <eBook> Taylor & Francis  
ISBN-13: 9781136448195

**Learning Outcome:**

- Distinguish key principles and processes in learning design
- Analyse the underpinnings of constructivism and its implications for learning
- Evaluate a range of teaching-learning strategies to enhance adult learning
- Design a constructively aligned learning plan for adult learners
- Develop motivational design strategies for optimal learning experiences
- Create strategies for reflective practice within the context of a learning plan

**Assessment Strategies - Regular Semester (Evening Class):**

| <b>Components</b>             | <b>Description</b>        | <b>Weightage Allocation (%)</b> |
|-------------------------------|---------------------------|---------------------------------|
| Overall Continuous Assessment | TUTOR-MARKED ASSIGNMENT 1 | 50                              |
| Overall Examinable Components | ECA                       | 50                              |
| <b>Total</b>                  |                           | <b>100</b>                      |

\*The information listed is subject to review and change.