

INTERFACE DESIGN FOR LEARNING DESIGN STRATEGIES FOR LEARNING EXPERIENCES pdf

1: Interface Design for Learning: Design Strategies for Learning Experiences | Peachpit

Dorian Peters has specialized in user experience design for learning for over a decade. She directs online strategy for the Faculty of Education at the University of Sydney and is a member of the Centre for Research on Computer Supported Learning and Cognition.

Jan 11, Daniel rated it really liked it This is an excellent introduction to a rather obscure topic - designing interfaces to applications that support learning. The target audience is both technical people like myself, and more designey folks. It attempts and I think succeeds to bridge the gap between interface design and UX, and educational theory, in order to help people develop software and websites that engage students and help them actually learn. I only finished This is an excellent introduction to a rather obscure topic - designing interfaces to applications that support learning. Dorian Peters is a colleague of mine. She is brilliant, nevertheless. As such, it focuses on the meta-skills that help learners evaluate, distinguish, and select valuable information from a sea of data. Facts and procedures are "Much of our own knowledge is being off-loaded to technologies so that the information that was once mostly inside our heads is now distributed onto devices and across the internet. Facts and procedures are useful only when a person knows when and how to apply them, and how to adapt them to new contexts. Students can gain deep conceptual understanding only by actively participating in their own learning process. The role of schools is to support students in becoming competent adult experts. This includes learning facts and procedures, but also gaining the deeper conceptual understanding necessary for real-world problem solving. Students learn best from experiences that build on their existing knowledge, which includes working with both accurate and flawed preconceptions. Learners benefit from opportunities to express their developing knowledge and to analyze their current state of understanding, whether through discussion or the creation of artifacts like papers, reports, or media. Lego has merged its classic block-building with sensors, motors, and programming to allow kids to create working robots [http: Think about Learning Analytics](http://www.thinkaboutlearning.com) - what data is the system collecting? Their perception of the display is based more on what their past experience leads them to expect than on what is actually on the screen. The key word here is perceive. You can find more excellent information, including a list of tools and techniques for avoiding groupthink, at [www. Go Further](http://www.go-further.com) The following resources are full of wisdom about design interfaces that foster social interaction, collaborative learning, and communities of practice: Smith is a practical and insightful guide to understanding and supporting learning communities with technology. Ask how we can create the conditions for people to motivate themselves. According to what they call self-determination theory, the key drivers of motivation are autonomy, competence, and connectedness. Pink recommends that extrinsic rewards be given only after the fact as a bonus, not as a carrot. Stanford psychology professor Carol Dweck explains: Then the children will be willing to take on challenges and will know how to stick with thingsâ€”even the hard ones. Research shows that views of nature can reduce stress and increase focus and attention. From a neuroscience perspective, being surprised releases a cascade of dopamine, a reward chemical. We actually get a brief high from this momentary surprise. Smiles prime learners for creativity, making this a strategy worth keeping in mind. But keep these Easter eggs subtle and few. My ten years of data as a professor show that giving students a seemingly insurmountable challenge is the best motivator to learn. Adding constraints to a task can obviously increase challenge, but it can also make it easier by lowering the cost of participating. For example, the success of microblogging lies in its constraint characters in the case of Twitter. No matter how dry you think your information is, using stories will make it understandable, interesting, and memorable. Comic strips, some infographics, and even assembly graphics are other forms of visual narratives. Cartoons are lovely because they achieve such efficiency, expressing a full range of human emotions in simplified line drawings. Learners will be more motivated to engage in an activity if they can achieve real things as they do it. Are you giving learners options for how they engage in, proceed through, or solve problems within a learning experience? Could you provide more choices with regard to sequence, customization of elements, topic, approach, or

INTERFACE DESIGN FOR LEARNING DESIGN STRATEGIES FOR LEARNING EXPERIENCES pdf

access to resources? Of course, showing progress is a basic tenet of modern web design. You can also break down evidence of progress on a long-term goal, such as completing a course or getting a degree, into smaller achievements and status upgrades. I also recommend the excellent TED Talks by each of them. The Psychology of Optimal Experience by Mihaly Csikszentmihalyi has been a powerful influence on both psychology and design. Technology for Well-Being and Human Potential by Rafael Calvo and Dorian Peters yes, me includes chapters dedicated to design for positive emotions as well as motivation and engagement, and covers some of the links between well-being and learning technology. Who needs full-on 3-D animation when 2-D can be this much fun? Bob is a slightly animated character from an eLearning course by Hitachi Systems. Among her most recent work is the app SuperBetter, a mobile tool designed to support personal well-being, injury recovery, and mental and physical resilience. Users are unlikely to be happy with sudden, loud sounds or repetitive sounds. As with background sound, irrelevant text, be it print or audio, has been shown to decrease learning outcomes. Mayer gives an example of a lesson on the physics of lightning. When a fascinating story about a man who got hit by lightning was added to the lesson, students learned less. Mid-lesson tangents like this, though interesting, can impair learning. While much is written about games for learning and gamification, there is still, unfortunately, a paucity of hard research about when and how to use them effectively for learning. So whatever you create, test it with users, measure the learning gains, and share your findings with the community. Many of the books available on learning games are written for instructional designers, trainers, or teachers, but here are some helpful resources for learning more about multimedia and games: As a bonus, they often link apps to real-world games that address the same learning goals. Know-how and know-what is being supplemented with know-where the understanding of where to find knowledge needed. Horizontal movement to the right is a well-established way of communicating the hierarchical organization of information. Users expect to find background controls like settings and preferences around the back of an application and assume they can get there with flips and curls. When a user switches apps on an iPad, the current screen sails behind the new one, which slots into place in front of him. Zooming in on a photo or world map is a fairly intuitive process. Some apps provide controls in a persistent control panel on one edge of the screen. This communicates how to access related controls. Transitions can help him manage the load by having elements slide in one at a time, gradually building to the full screen. Amazing Alex, a physics game by the makers of Angry Birds, animates a gradual but still very fast build of the opening screen. The movement guides focus to each of the critical elements of the interface one at a time. In this case, placing explanatory text on the same screen as the video or animation means your learners will have to process them at the same time, which is too much to take in at once. Suggest a particular course of action, nudge people to take a first step, set up defaults, get a small initial commitment—these are the kinds of little details that can shape the path. As Allen advises Match behavioral modalities. If the real-world activity would require moving something, have learners drag objects. If they would have to type a message, have them type one.

INTERFACE DESIGN FOR LEARNING DESIGN STRATEGIES FOR LEARNING EXPERIENCES pdf

2: Learning Experience Design & Instructional Design | Six Red Marbles

How does interface design actually impact learning? And how do we design environments that support both the cognitive and emotional sides of learning experiences? The answers have been hidden away in the research on education, psychology, and human computer interaction, until now.

Learning Experience Design vs. Today, UX is critical for companies serious about successfully competing online. Learning Experience Design shares some important attributes with UX, particularly with respect to processes. But it also differs significantly in one key respect—the user, or as we prefer to say, the learner. The unique characteristics of the higher education learner dictate what that experience entails and how to best design for that specific experience. Similar Processes Learning Experience Design practices freely borrow from the user experience design thinking toolbox—and why not? Today these experiences often occur in digital spaces, from freestanding games to nimble websites and apps for mobile devices. When building a digital media asset, both Learning Experience Design and UX best practices recommend an iterative practice that starts with broad strokes and gets refined with each successive version. In the initial stages of digital media asset production, Learning Experience Design and UX processes travel the same path: Both disciplines typically employ a research phase that uncovers what defines the user: Testing and More Testing: To ensure that outcomes align with user needs, Learning Experience Design and UX designers frequently test their early ideas—everything from low-fidelity prototypes to paper-based scribbles—to gauge learner reactions. The two diverge, however, around the terrain of the user—or as we prefer to say, the learner. Learning Experience Design, rooted in the learning sciences, pedagogy theory and practice plus the neuroscience of cognition, can provide an engaging and relevant experience that helps facilitate many types of learning. Thriving in Different Conditions: Recent neuroscience research has confirmed what Six Red Marbles has always known: The best learning happens when a student feels supported by fellow students and educators and when informal learning outside of the classroom—with friends, family and the world beyond—is integrated into instruction. Digital media is poised to capture and synthesize these disparate elements of learning. In order to succeed, UX users, conversely, are less dependent on broad-based external supports. A learner by definition is tasked with mastering and retaining new—and often challenging—information. This task can trigger a range of emotions, from frustration and rage to pride and elation. Good Learning Experience Design can mitigate negative emotional responses and encourage positive ones. Conversely, much of UX design does not require mastery, only successful usage and the presentation of a relatively frictionless, pleasant and enjoyable experience. Higher education learners come in all shapes and sizes, with a wide range of personal and professional goals. There is typically more at stake for learners than for users, who can more easily turn their attention toward another website or another mobile app. A single higher education course can cost hundreds of dollars and can require that countless hours be devoted to class and coursework—a significant investment of both time and money. A learner enrolled in a course must contend with assessments, the successful completion of which are necessary in order to prove competency and advance. The more personalized, menu-based approach to learning, such as competency-based education, depends on a demonstration of content mastery. This new and rapidly expanding discipline is poised to revolutionize how learning happens, with the goal of capitalizing upon the affordances of digital media—and to transform users into learners.

INTERFACE DESIGN FOR LEARNING DESIGN STRATEGIES FOR LEARNING EXPERIENCES pdf

3: Learning Experience Design vs. User Experience: Moving From "User" to "Learner" | Six R

*This is a sample chapter from the book *Interface Design for Learning: Design Strategies for Learning Experiences*, which New Riders recently published as part of their *Voices That Matter* series. © New Riders.*

Products contain a vast array of potential learning experiences from learning the interface, how best to interact with the product, to information provided and through help and support and onboarding too. That means many UX designers are going to get involved in designing learning experiences throughout their careers. Copyright terms and licence: A designer, at heart, is a problem solver. Without a problem to solve, a design is of very low value though it may be aesthetically pleasing all the same. Learning design attempts to solve one or more of 5 types of problem for the learner: A lack of knowledge. A lack of skill. Skill is the practical application of knowledge. A lack of confidence. Everyone knows how to speak in public and everyone has the skill to do it " all you need is a voice. Yet, a lot of people struggle to speak publicly only spiders are more terrifying in fact because they lack the confidence to do so. A lack of motivation. A lack of resource or tools. Sometimes the learning is aimed at fixing a problem that exists preventing a motivated, knowledgeable, skilled and confident person from doing what they want to do. It may be better to review the user experience than tackle this through learning experience design. Designing a Learning Experience The easiest way to design a learning experience is to work backwards from the desired outcome. What do you want someone to be able to do? What will the outcome of them doing that be? This forms the basis of your requirements for the learning experience. You can then work backwards to ask: What does someone need to know in order to be able to do this? What do they need to be able to do in order to complete this? What equipment or resources must they have in order to deliver the objective? In general, it is difficult if not impossible to address motivation through digital learning and it is assumed that confidence will come through practice. From there you can begin to decide two things " what content you will need and how you will structure that content. The Content of Learning Experiences The content of a learning experience aims to provide the things that your user needs in order to be able to do a task. The structure of your content reflects the most logical order in which the content should be presented to support the completion of a task. For example; if you wanted to teach someone to park a car. You would need to teach them how to use their mirrors, the gas and brake pedals, the gear stick to find reverse , how to maneuver the car and what to take into account while doing so. You might also, in a manual transmission, have to teach them about the clutch. Your original answers to the three questions above will tell you what content you need. The structure of that content e. Learning experiences require processes. Even when the car has no driver. Types of Content " Learning Interaction Once you have content and you have structure you can start to examine how to deliver that content. Will you use video, audio, or text? Will it require a practical component? Learning to drive for example cannot be taught with videos, audio or text though the concepts of driving can be " if you want someone to be able to drive, they need to get into a vehicle and drive it. There are two key considerations to take into account here: Content Consistency " Learning Branding The final consideration is the branding element " how will you ensure that your content looks, feels, sounds and reads in a similar way? The Take Away Designing learning experiences is a vast topic and the guidelines above are aimed at getting you to think about the high-level components of learning experience design. They are certainly not going to prepare you for every aspect of learning design. However, many of your existing UX skills can be applied to learning experience design from research to testing " learning is a product with a specific set of objectives and can be designed by UX designers as much as any other product. References Want to know the difference between instructional design and learning experience design " find out here - <https://>

4: Interface Design for Learning: Design Strategies for Learning Experiences by Dorian Peters

INTERFACE DESIGN FOR LEARNING DESIGN STRATEGIES FOR LEARNING EXPERIENCES pdf

Interface Design for Learning by Dorian Peters is the must have reference for every designer, developer and instructor engaging in the digital environment. I loved it. It is truly impressive from so many perspectives.

5: Learning Experience Design - The Most Valuable Lessons | Interaction Design Foundation

This book reveals the proven principles and best practices specific to interface design that can make or break digital learning. It shows the difference between the learner experience and the user experience.

6: Peters, Interface Design for Learning: Design Strategies for Learning Experiences | Pearson

Interface Design For Learning Design Strategies For Learning Experiences Voices Pdf Download File hosted by Matthew Thomas on October 23 It is a copy of Interface Design For Learning Design Strategies For Learning Experiences Voices that you can be grabbed this for free at www.enganchecubano.com Fyi, this site do not.

7: Interface Design for Learning: Heuristics & Strategies

Interface Design Learning Strategies Experiences Download Books Pdf added by Anthony Parker on October 30 This is a ebook of Interface Design Learning Strategies Experiences that you can be downloaded this with no cost on www.enganchecubano.com

8: Interface Design for Learning: Design Strategies for Learning Experiences

Interface Design for Learning: Design Strategies for Learning Experiences by Dorian Peters Stay ahead with the world's most comprehensive technology and business learning platform. With Safari, you learn the way you learn best.

9: Interface Design for Learning: Design Strategies for Learning Experiences [Book]

Chapter 4 is a crash course in all things interface design, in which Peters masterfully guides readers through the most salient concepts for designing learning interfaces. Chapters 5 through 10 show readers how to construct the scaffolding for effective e-learning, addressing social and mobile learning, educational games, the role of emotion in.

INTERFACE DESIGN FOR LEARNING DESIGN STRATEGIES FOR LEARNING EXPERIENCES pdf

Offensive operations (der Angriff) Perimeters and parameters of political intrigue American Storytellers and Songsters The flexible nature of options : risks for all levels First leaf. What the woods talk about, by G. zu Putlitz. Tr. from the German. Life and works of Sir Christopher Wren The book of assistance Mythology meatballs Merchant shipping (Liner Conferences Act 1982 Revisioning privilege Primitive tribes of the tropics Contested elections of William A. Clark, Martin Maginnis, Thomas C. Power, and Wilbur F. Sanders, as Sena German Fighters of World War II Aircraft Specials series Mcitp server administrator study guide Getting and Defect Engineering in Semiconductor Technology: Gadest 95 Pmbok 5 portugues South Carolina votes for independence Pt. 2. All changing on the eastern front. Infernal affairs and Kung fu hustle : panacea, placebo and Hong Work industry and canadian society 6th edition Management Secrets of the New England Patriots Volume 2 Micro-batch stream processing Chandilyan novels Measuring the indirect employment effects of multinational enterprises V. 1. no. 4. When the well never leaves the view, you are there The complete fairy tales Minutes and proceedings of the . annual Convention for the Improvement of the Free People of Colour in th We dropped the bit Champions of the force Polish Winged Hussar 1576-1775 (Warrior) The literature of the time period Holden vectra owners manual Mountain Creatures (Wild Creatures) The Hebrew lawgiver. By John M. Lowrie . Julie Jasons Guide to Connecticut Probate Report of the State Council of Defense to the governor of Washington covering its activities during the w Why is leadership important in business Color Oxford dictionary and thesaurus Half century later Farnham, W. The beast theme in Shakespeares Timon. Character animation guide book