A LEARNING DESIGN
VIDEO TEXT SCRIPT

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Start the planning of teaching and learning by setting goals. These form the basis and the aim of the learning process. The goals help in planning both the learning process and the learning situations.

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The goals for learning also help to focus on the means to facilitate learning, i.e. which goals can be achieved at which stage of the learning process.

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The learning process always includes several learning situations. The planning proceeds one learning situation at a time. Set goals for each learning situation. These goals will be derived from the main goals of the learning process.

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A learning situation requires several elements of teaching and learning. Here we will be looking at planning through five aspects, and will think about the possibilities they offer both teaching and learning.

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The first aspect is the teaching and the content of the subject at hand

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The information will be conveyed through the teaching and the content of the subject at hand to the learners. The teaching and the content elements may come in many formats from videos to books.

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The second aspect is the activation of learning.

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Learning activities may help the learner to achieve the goals of learning. In web-based learning, a learning assignment is a central way to influence learning in a pedagogically-designed way. A learning assignment is a learning activity.

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There are also many other learning activities; they all play different roles in learning. Activities may include portfolios, diagnostics, questionnaires, games, discussions, concept charts, self-evaluation, journals and other forms relating to the field of content, such as cooking, painting or building. The main thing is to think about the active ways in which an individual will learn.

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The third aspect is formed by the learning environment.

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The web can be a learning environment if it includes activities such as working together with others on a learning platform, either simultaneously or at different times. However, people always also work in a physical environment: in the library, at home, at work or in a classroom. A project and some learning material services may also form a learning environment.

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The fourth aspect relates to guiding.

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It is good to think of guiding as a time-based process: which part of the learning process do you guide and when. What do you guide before, at the start of, during, at the end of, and after the learning process. Think about what suits which part; what kind of guiding is needed at which stages.

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Guiding may be completely pre-planned and structured as part of a web-course. In this case, the teacher doesn't actively guide during the process. The guiding may be presented as instructions for work, as learning assignments, as materials or timetables. A central method of web-guiding is to make the learning process visible to the learners. In this way they will know how the process proceeds and what the learner is expected to do at the various stages.

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Guiding gives the teacher the opportunity to influence the learning and studying. It is a good idea to discuss the means of guiding with your colleagues and to develop common systems. Guiding includes means such as feedback, evaluation, compilations, summaries, occasional check-ups and messages. Shared symbols for guiding are one way to guide studying.

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The fifth aspect is digitalization.

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Digital tools and procedures can vastly broaden the options for guiding, and be a powerful stimulant to teaching and learning. Often, after one has begun using digital tools and procedures, one wonders how one had previously managed to guide learners successfully without them.

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Without digital tools, guiding may rely mostly on the teacher's spoken communication -- and on how well the student will remember it. Digitalization allows guiding to be built in to the learning, and enables the continuous guiding of the learner.

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These five different aspects of planning teaching and learning can be seen as the teacher's planning gallery. This gallery helps the teacher plan the learning process and its various learning situations. Each learning process includes all five aspects.

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The planning proceeds through one learning situation at a time.

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Learning situations differ, because every situation is driven by the particular goals of that exact situation and the learning activities that follow. The different stages of the learning process guide the student towards attaining the main goal of the learning process.