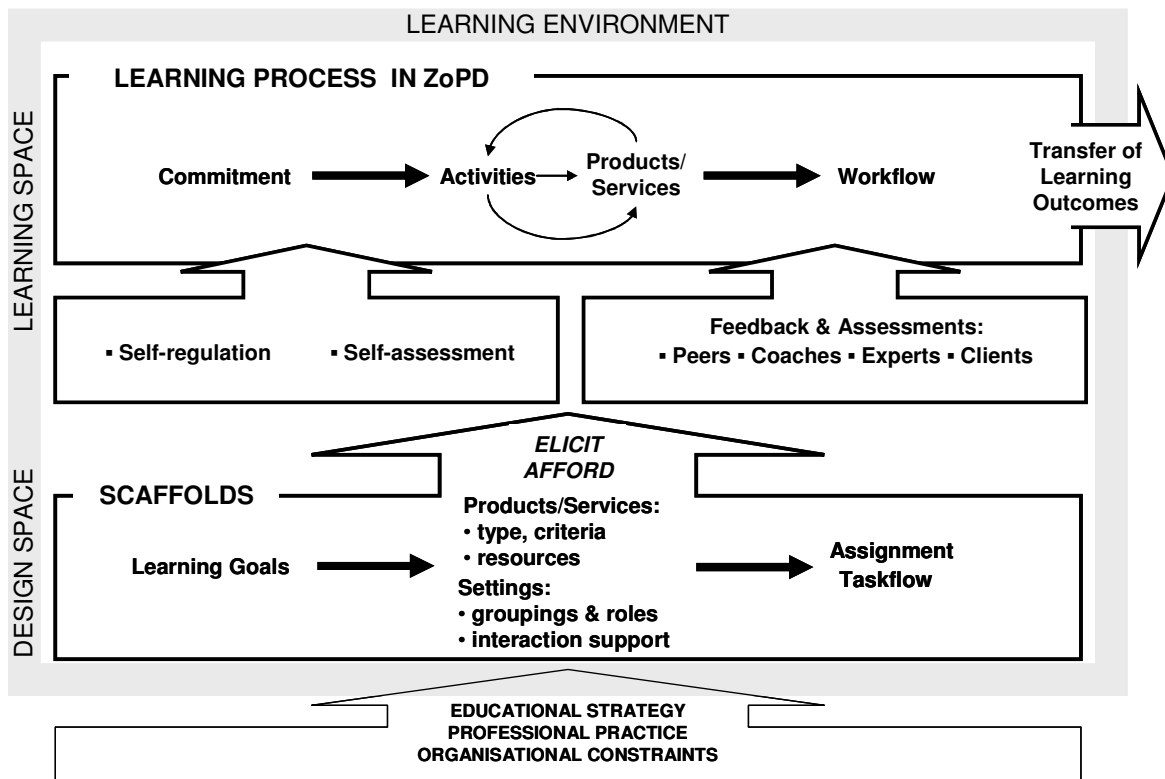


Explanation of design model for learning environments

Kinkhorst & Zitter (EARLI Leuven 2006)



Learning environment

The **learning environment** is divided into two separate areas:

The **learning space** that models the *intended* learning process and comprises the *intended* activities of all parties involved in the process; it's the part that cannot be designed, only influenced.

The **design space** that models the scaffolds that are meant to facilitate the learning process; it's the part that can be designed.

Rationale

The underlying rationale of the learning environment is determined by three major factors:

Choices in **educational strategy** based on theories of learning and instruction and student characteristics.

Choices in desired competencies of the **professional practice** students are prepared for.

Organisational constraints of the educational institute and the curriculum: available budget, time, knowledge, resources.

Learning space and learning process

The intended learning process consists of an authentic, collaborative **workflow** by the student in a professional **role**, that yields professional artefacts, i.e. **products or services**. The workflow is largely **regulated** by the commitment and **self-assessment** of the student and by the (provisional) outcomes, with additional regulation via the **feedback** on and **assessment** of activities and products by the teacher (in the **role** of **coach** or **expert**), the client and peers (co-workers).

Feedback and assessments are also aimed at certification of learning results and promoting **transfer of learning outcomes** to new (learning) environments.

Design space and scaffolds

The **scaffolds** are aimed at facilitating the **zone of proximal development** of the student. They can **elicit** activities or **afford** activities.

The **assignment** summarizes the over-all task; it provides direction to the activities and outcomes of the intended workflow by specifying the relevance for the professional practice and products to be delivered.

The **taskflow** is an outline of deliverables in time and place; provides subgoals and defines accountabilities.

Products or services to be delivered are defined by type and by criteria they have to meet.

Settings define the **roles** (responsibilities) of the students and others involved and the way they interact. **Interaction support** consists of ICT (e.g. groupware) or provisions for F2F contact.

Resources are media, tools or people that provide information about the task at hand or facilitate the execution.

The **learning goals** provide direction and relevance to the assignment and elicit a commitment of the student for the task.