

Designing for Learner Success

Education

Show us you know how to demonstrate the knowledge and skills required to design learning to meet diverse learning requirements.

- Level 7
- Credits 15
- \$199 NZD (GST incl.)

Assessment

You are required to submit evidence of the following:

1. Plan for a unit of learning to meet diverse learning requirements.
2. Select and apply authentic strategies to assess progress of diverse learners.
3. Embed experiential learning activities and the development of transferable skills into learning design.

To earn this EduBit, all work must be your own and you must submit evidence exactly as requested in the Task instructions.

When you've finished gathering your evidence, press Purchase. Trained and experienced assessors are standing by to evaluate your evidence and provide feedback on how you did for each task, as well as how you did overall.

- If your evidence does not yet meet the requirements, we will provide feedback on what is missing and encourage you to practice your skills and attempt the EduBit again at a later date.
- If there are minor gaps in your submission evidence, you will be given the opportunity to resubmit. You will have 14 calendar days to add the missing evidence and submit for re-evaluation.
- If you have any questions, please check our [Frequently Asked Questions](#) or feel free to email us at thello@edubits.nz.

Tasks

Proof of Identity

Please include a scanned copy of photo identification (e.g. passport, drivers licence, work ID card).

Task 1: Provide evidence that you understand the diverse learning requirements of your learner group.

You will need to:

- 1.1. Provide evidence that you understand the diverse learning requirements of your learner group.

This evidence may be in the form of:

- A range of fictional learner personas.
- Fictional learner profiles.

It must clearly indicate that you have considered the needs of the learner group in terms of:

- Culture.
- Prior learning and capability.
- Organisational and industry requirements.
- Values and motivators.
- Emotions, frustrations and preferences.
- Challenges/pain points,

and can clearly articulate their diverse learning requirements.

You may wish to use the [Persona Template](#).

Task 2: Provide a framework for learning design of a unit of learning.

You will need to:

2.1. Provide a framework for learning design for a unit of learning e.g. course, module or topic.

The framework must clearly state:

- Context, including details of the course/module/topic.
- Diverse learning requirements (use personas from Task 1).
- An outline of the pedagogical approach/es.
- Principles of learning design.
- List of types of learning task/activity.

You may wish to use the [Framework Template](#).

Task 3: Provide examples of learning plans, learning activities and learning materials that demonstrate embedding of experiential learning, development of transferable skills & authentic formative assessment.

You will need to:

3.1. Provide examples of your planning for learning for a course, module or topic that must include:

- Either a course blueprint/plan or a range of individual session plans.
- Examples of formative assessment activities that utilise authentic strategies.
- Examples of learning activities and learning materials.

The evidence may be provided in any appropriate form but must evidence constructive alignment and align with the framework (Task 2).

The examples provided must be annotated to show where and how:

- Experiential learning activities and activities to develop transferable skills are embedded.
- Where formative assessment activities have been created using authentic strategies.

Task 4: Provide a reflective testimony.

You will need to:

4.1. Provide a reflective testimony that reflects on the evidence that you have provided and explains how the evidence meets assessed competencies.

It is recommended that you use the [question prompts](#) to support you to develop your reflective testimony.

The testimony may be provided in any appropriate form e.g.

- Written statement (500 – 800 words).
- Video recording (no more than 5 minutes in length).
- Audio recording (no more than 5 minutes in length).

Please download the [Video Assessment Guidelines](#).

