GA Learning Design Concepts
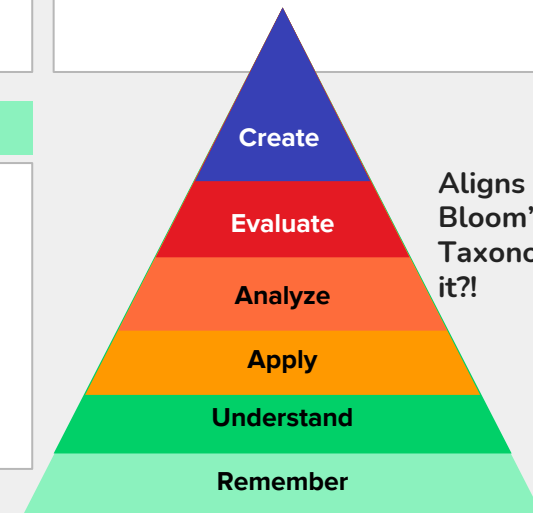
Designing Exercises

What are Exercises and Activities For?

Discussions

Group Exercises

Partner Exercises

Solo Exercises

Guided Practice

Labs

Code-Alongs

Walkthroughs/Demos

+More!

Support Engagement and Interactivity

Allow Demonstration of Skill / Learning

Exercises Prompt Learners To . . .

Create
Use the concepts / skills taught to create something new

Evaluate/Analyze
Reflect on how a concept applies to their role and work

Critique how the concept is applied in scenarios and real-life examples

Connect the concept to other relevant and/or recently learned concepts

Apply
Apply what was learned in a safe, low stakes environment

Research/Understand
Investigate or experience concepts

Recall / Remember
Check for understanding

Create

Evaluate

Analyze

Apply

Understand

Remember

Aligns with Bloom's Taxonomy, doesn't it?!

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Best Practice for Designing Exercises

The **time estimate for the exercise is defensible** and accurately reflects how long the exercise should take, on average.

The **goal of the exercise** and expected deliverables are **clearly communicated** to students.

Debrief questions and **instructions are included** (student-facing and instructor-facing).

The **exercise is flexible** and provides options for customization / differentiation for student, modality, and client needs.

The **tasks** that students should complete are **broken down in an easy to follow**, step-by-step manner

Writing Clear Exercise Instructions

Golden Rule

When writing an exercise, the golden rule is
"Don't make me think."

When students have to start thinking about the operations of the exercise, they have less time to think about what they should be learning and practicing.

From the instructor's perspective, good exercise instructions allow them to focus on helping students with the work, rather than clarifying logistics and directions.

Must Haves for Great Instructions Exercise Instructions

Share the purpose of the exercise

Why are we doing this exercise? What should students take away from it? How does it relate to what we've already covered (or will cover) in class? Always share the "why" of the exercise in the instructions.

Clearly explain the deliverables

How should students show that they did the exercise? Whether it's jotting down a few notes, filling in a handout, sharing with the class, or completing a code challenge, make sure that students know what their final output should be.

Explain each student's role in the exercise

For pair or group activities, if different people should complete different tasks, clearly explain each person's role in the exercise – if they should do different things, develop a different deliverable, etc.

Separate out each step

If an exercise contains multiple steps, separate out each step so that the order is clear to students. Instead of writing a paragraph of text, use bullets or numbering to clearly break out each text. If needed, separate the steps onto multiple slides for clarity.

Must Haves Continued . . .

Choose the right slide template

When working in Google Slides, use the slide template that best supports the purpose and structure of the exercise.

Check for inclusivity

Exercises can make or break a lesson, so being mindful of inclusive design is crucial here. Make sure that your language is clear and free of jargon/slang, visuals and references are diverse, and that it resonates with a global audience.

Flex for remote

Try to avoid using language like "turn to a partner" or "at your table" on a slide. These phrase don't translate to remote! Keep the language on the slide as neutral as possible, and add guidance in the instructor notes about how to adapt the activity for a remote classroom.
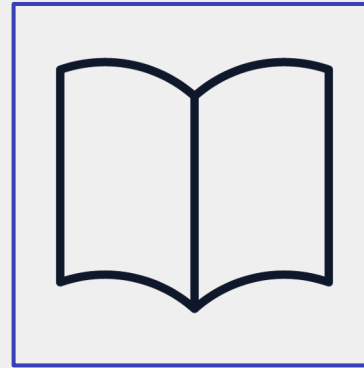
GA Learning Design Concepts

Sourcing and Developing Examples and Case Studies

Examples vs. Case Studies

An **example** presents a specific instance (e.g. the launch of a new feature) and doesn't necessarily drive toward an outcome.

A **case study** is lengthier, has a beginning, middle, and end, and usually drives toward one or several outcomes.

They both provide the resources for students to think about the answer instead of providing the answer.

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REMEMBER!!!

1 **Start with "why"**
Why does the student need to know about this and how does it support their learning experience?

2 **Show don't tell**
What concept(s) is this example or case study showing?

3 **Problem- and Project-Based Learning**
What problem is this example or case study solving? How is it solving the problem? How can it be tied to the problem solving that's required in the final projects?

Real cases and examples are critical for all of these!

Best Practices: What Else Should Be On This List?

✓ Support the learning objectives and the lesson content

Are industry-relevant, relatable, and up to date

Come from a credible source

Represent a variety of company types and industries

✗ Are outdated or no longer relevant to the industry or subject matter

Contain information or language that is not culturally inclusive

Do not align with GA's values

Source: Embodied Critique by Billie Mande

Case Study vs. Example

THINK TO YOURSELF

What is the difference between a case study and an example?

When is each needed/appropriate?

Example 1 | Data Analytics

LO: Discuss the discipline of data analytics, including topics such as data formats and data ethics.

Real Cases:
Netflix and... Data Ethics

According to a McKinsey report, **75% of Netflix viewing decisions result from product recommendations**. This raises ethical implications such as:

- Addictiveness
- Radicalized content
- Privacy

Example 2 | UX Design

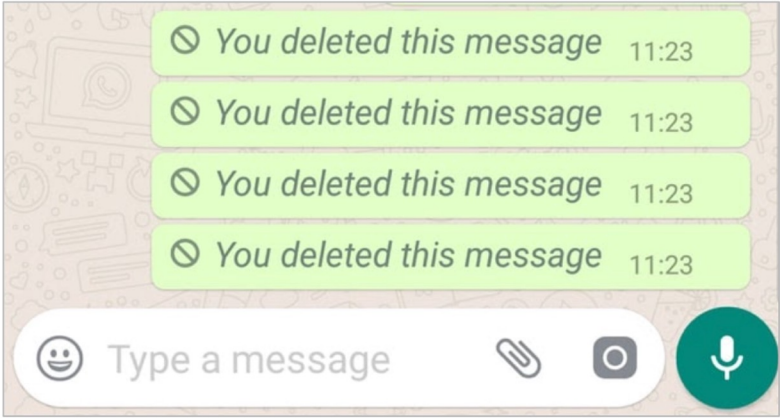**LO:** Discuss the discipline of UX design and the design process.

Real Cases:
WhatsApp's Delete Message Feature

When you send a message by accident, WhatsApp lets you delete it. Great!

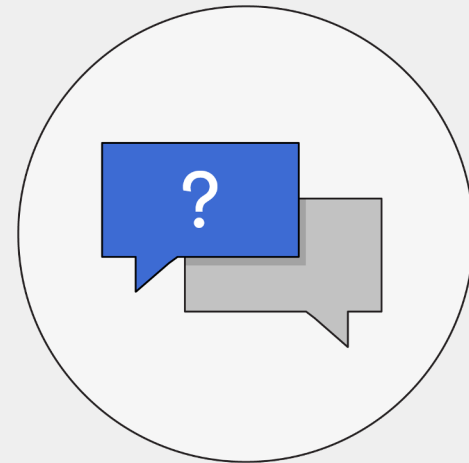The problem is that the recipient can see that messages have been deleted.

⊘ *You deleted this message* 11:23
⊘ *You deleted this message* 11:23
⊘ *You deleted this message* 11:23
⊘ *You deleted this message* 11:23

Type a message

Let's Debrief!

FINDING CASES AND EXAMPLES: THINK ABOUT IT

What is your process for finding a case study or example that supports your lesson?

Best Practice for Sourcing Examples and Cases

Use Those That:

Represent a diverse group of workforce, leadership, company types, and industries

Support the learning objectives and the lesson content

Are industry-relevant, relatable, and up to date

Come from credible sources, and site each source