OVERVIEW

Learner Experience Design

Description

Learner experience (LX) design is a multidisciplinary approach to design, incorporating user experience, instructional design, and learning science pedagogies to create digital learning experiences that effectively manage cognitive load and foster student understanding. LX shifts the focus from what learners need to know and be able to do, to ways in which instruction or tools can support learners as they construct their knowledge. LX design cycles are done in rapid iterations and include participatory design from students. The goal of LX is to create experiences that center the learner—not just through instruction and assessment that accomplishes the learning outcomes, but also in the aesthetics, enjoyability, and quality of the learning experience.

Why is this important?

LX is an emergent field of research and while not much conclusive data has emerged on its direct impacts on student outcomes, there is ample reason to believe it can improve engagement, affective responses, and equity for marginalized populations by taking a human-centered approach that centers the unique needs of learners and resonates with their lived experiences.

Implementation Examples

Content aligned to learning objectives	✓	
Course design segmented around student-facing learning objectives		
Intuitive navigation and student dashboards	✓	
Self-regulated learning modules and surveys	✓	
Class discussion		✓
Corrective feedback in assessments	✓	
Tools for monitoring performance	✓	✓

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Practical Applications

- ✓ Instructional best practices include clear and aligned learning objectives, chunking content into digestible pieces, and scaffolding
- ✓ Assessment best practices include developing authentic tasks through active learning and real-life context to facilitate transfer, followed up with feedback that is personal, informative, and frequent
- ✓ Promote self-regulation by giving opportunities to set and plan goals, monitor their progress, and evaluate their learning
- ✓ Encourage social learning between learner-instructor, peer to peer, and cooperative group learning
- ✓ Learning technologies should have clear instruction and support, be designed to be accessible and usable, promote student autonomy and utilize multiple tools for learning and assessment

Sources: Bowen et al. (2020), Chung and Kuwata (2020), Crisp and Bonk (2018), Gray and DiLoreto (2016), Jahnke et al. (2020), Oprean and Balakrishnan (2020), Quintana et al. (2020), Schmidt et al. (2020), Vann and Tawfik (2020)

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