

# The Learning by Design Placemat

making your own...

<p><b>the KNOWN</b></p> <p>by being in the student's world</p> <p>Drawing on learner prior knowledge and experience, community background, personal history, concrete experience, individual motivation, students' own lives, and the everyday and familiar.</p>	<p><b>EXPERIENCING</b></p> <p>by being in new worlds</p> <p>Introducing learners to new experiences – real (locations, guest speakers) or virtual (text, images, information). Move in from learner's perspective to make sense of may have familiar elements.</p>	<p><b>APPROPRIATELY APPLYING</b></p> <p>by doing things the right way</p> <p>Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.</p>	<p><b>CREATIVELY</b></p> <p>by doing things in interesting ways</p> <p>Doing things in interesting ways by using knowledge and capabilities from one setting and adapting them to a different setting – using something out of its familiar context and making it work somewhere else.</p>
<p><b>by NAMING</b></p> <p>by connecting the same type of thing</p> <p>Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.</p>	<p><b>CONCEPTUALISING</b></p> <p>by connecting different types of things</p> <p>Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?</p>	<p><b>FUNCTIONALLY ANALYSING</b></p> <p>by thinking about what something does</p> <p>Examines the function or rationale of knowledge, action, an object or represented meaning. What is it for? What does it do? How does it work? What is its structure, function or connection? What are its cause/effects?</p>	<p><b>CRITICALLY</b></p> <p>by thinking about who benefits</p> <p>Investigates human purposes, interests and interests of knowledge, an action, an object or represented meaning. What are its individual, social, and environmental consequences? Who gains? Who loses?</p>

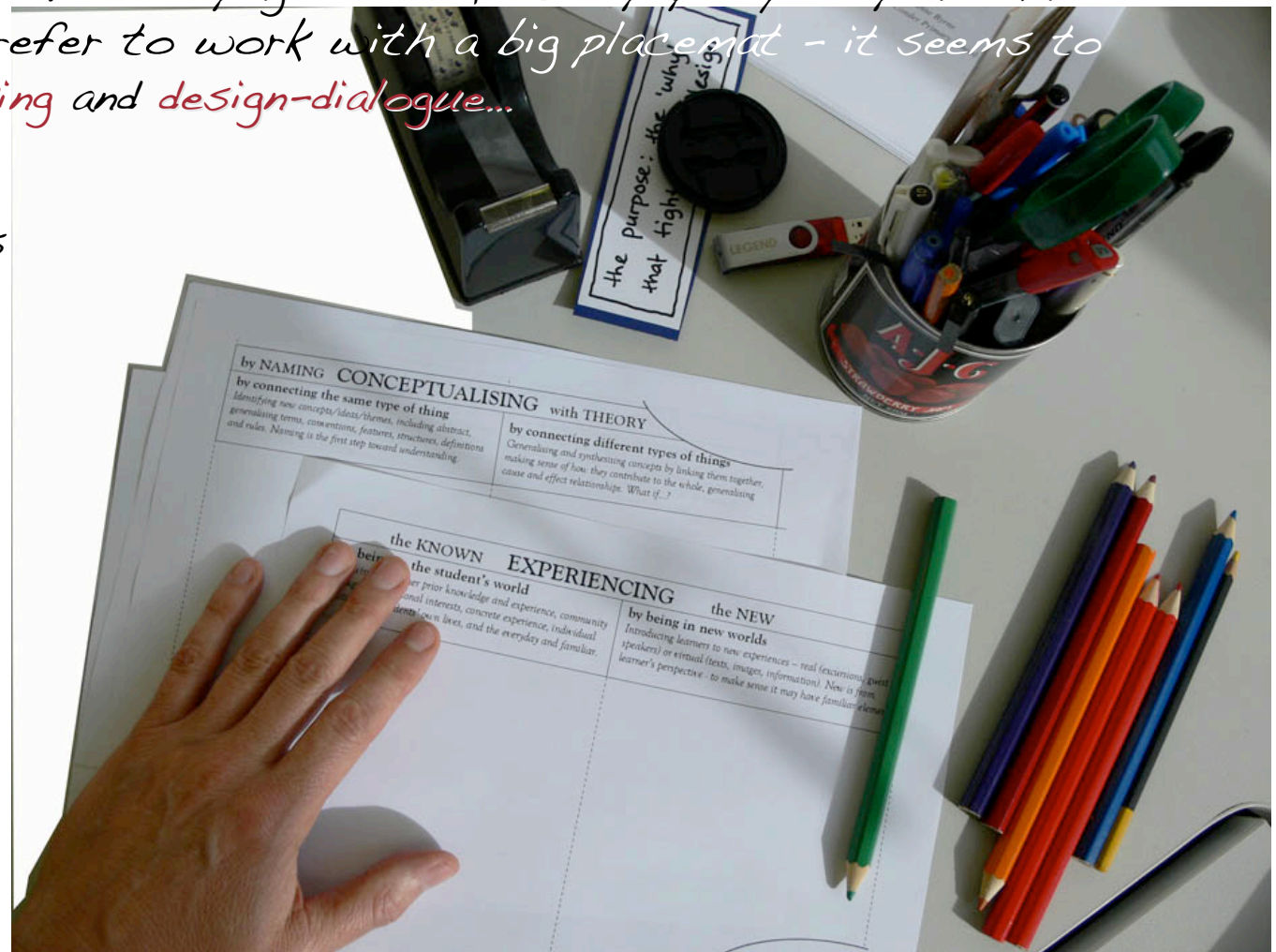
1 2 3 4 5 6 7 8

Thanks Peter Henry

The Learning by Design Placemat is an important *reflective, analytical* and *dialogical tool*, useful in the beginning and as you become more experienced... You will be asked to use LbyD Placemats throughout the course - here's how to make your own. If you print each of the four pages on *A3* paper and join them together you will have a placemat big enough to work on with others. If you print the four pages on *A4* sized paper your placemat will be much smaller. We prefer to work with a big placemat - it seems to promote *design-thinking* and *design-dialogue*...

So print each of the following four slides in *A3* size, or as *A4* then copy as *A3*...

Print slides 3-6.



the KNOWN

# EXPERIENCING

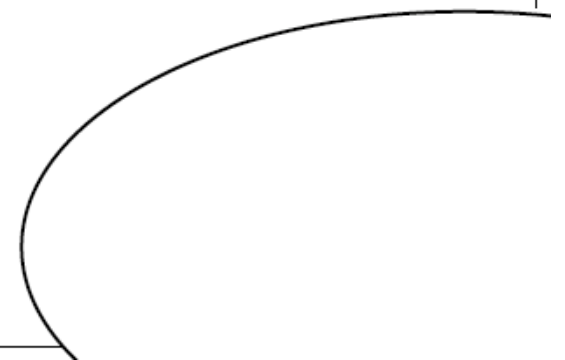
the NEW

## by being in the student's world

*Drawing on learner prior knowledge and experience, community background, personal interests, concrete experience, individual motivation, students' own lives, and the everyday and familiar.*

## by being in new worlds

*Introducing learners to new experiences – real (excursions, guest speakers) or virtual (texts, images, information). New is from learner's perspective - to make sense it may have familiar elements.*



by NAMING **CONCEPTUALISING** with THEORY

**by connecting the same type of thing**

*Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions and rules. Naming is the first step toward understanding.*

**by connecting different types of things**

*Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?*

## FUNCTIONALLY ANALYSING CRITICALLY

### **by thinking about what something does**

*Examines the function or rationale of knowledge, action, an object or represented meaning. What is it for? What does it do? How does it work? What is its structure, function or connections? What are its causes/effects?*

### **by thinking about who benefits**

*Interrogates human purposes, intentions and interests of knowledge, an action, an object or represented meaning. What are its individual, social, and environmental consequences? Who gains? Who loses?*

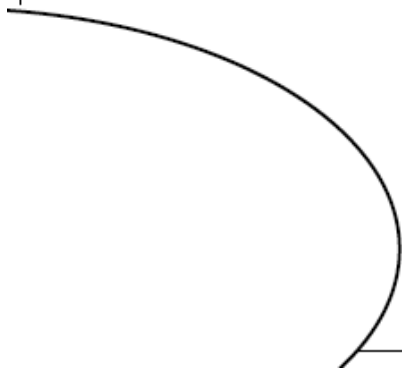
## APPROPRIATELY APPLYING CREATIVELY

### **by doing things the right way**

*Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.*

### **by doing things in interesting ways**

*Doing things in interesting ways by taking knowledge and capabilities from one setting and adapting them to a different setting – taking something out of its familiar context and making it work somewhere else.*





*It may have been a while since you last used colored pencils... however we find coloring in to be somewhat therapeutic - the colors will help you to remember the knowledge processes. Later the colors will be used when sequencing and analysing your designs.*

*Trust us you need to color in the headings on the pages of your placemat!*

*You will need green, blue, red and yellow...*

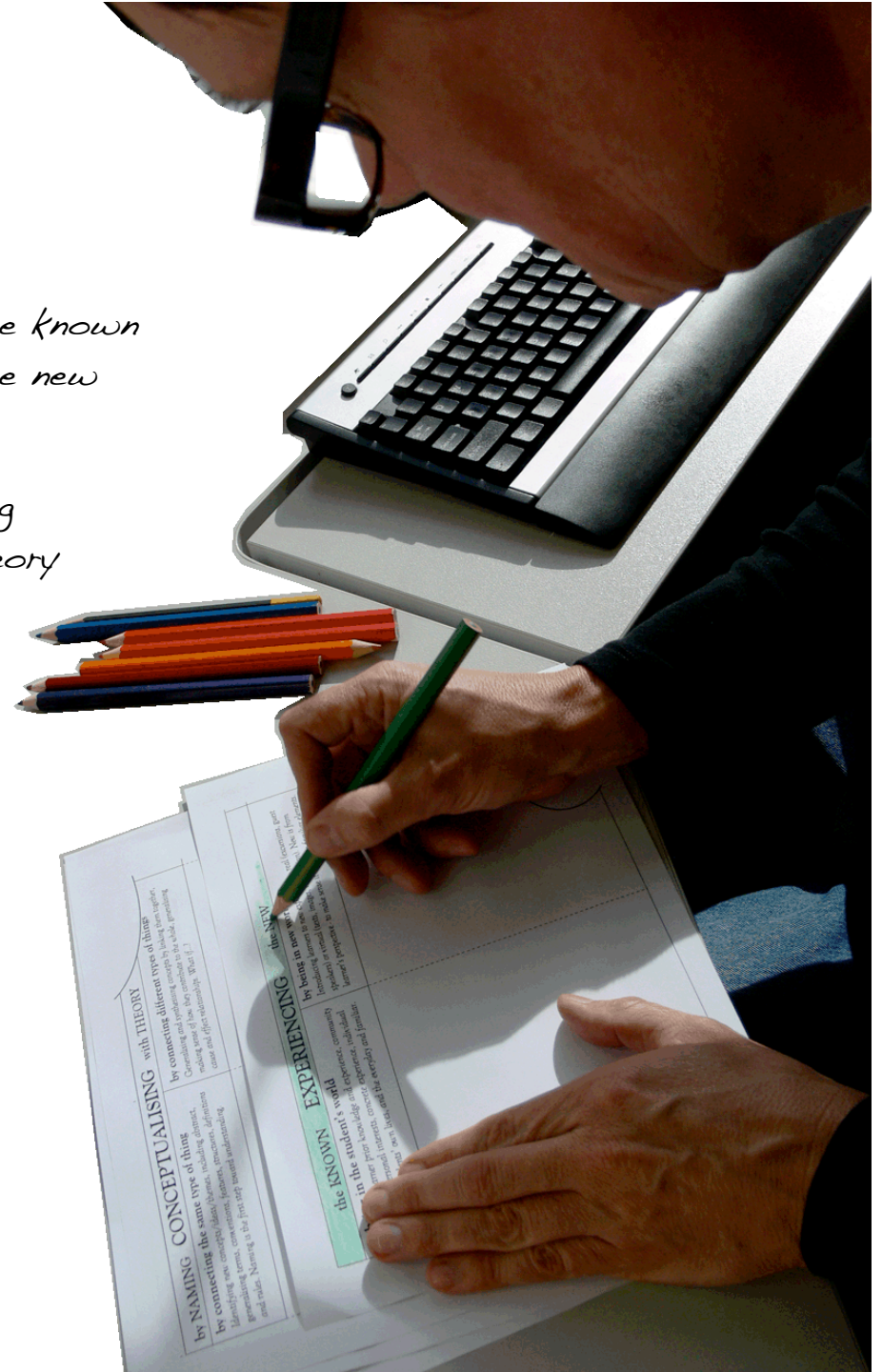


A green pencil for *experiencing* } the known  
} the new

blue for *conceptualizing* } by naming  
} with theory

red for *analyzing* } functionally  
} critically

and yellow for *applying* } appropriately  
} creatively





**the KNOWN EXPERIENCING the NEW**

**by being in the student's world**  
*Drawing on learner prior knowledge and experience, community background, personal interests, concrete experience, individual motivation, students' own lives, and the everyday and familiar.*

**by being in new worlds**  
*Introducing learners to new experiences (e.g. through role-play, speakers) or virtual worlds.*

**by NAMING CONCEPTUALISING with THEORY**

**by connecting the same type of thing**  
*Identifying new concepts/ideas/themes, including abstract, generalising terms, conventions, features, structures, definitions. Naming is the first step toward understanding.*

**by connecting different types of things**  
*Generalising and synthesising concepts by linking them together, making sense of how they contribute to the whole, generalising cause and effect relationships. What if...?*

**CRITICALLY ANALYSING CRITICALLY**

**APPROPRIATELY APPLYING**

**by doing things the right way**  
*Acting upon knowledge in an expected, predictable or typical way based on what has been taught. It involves transformation of the learner and requires that they have opportunities to demonstrate their understanding and learning.*

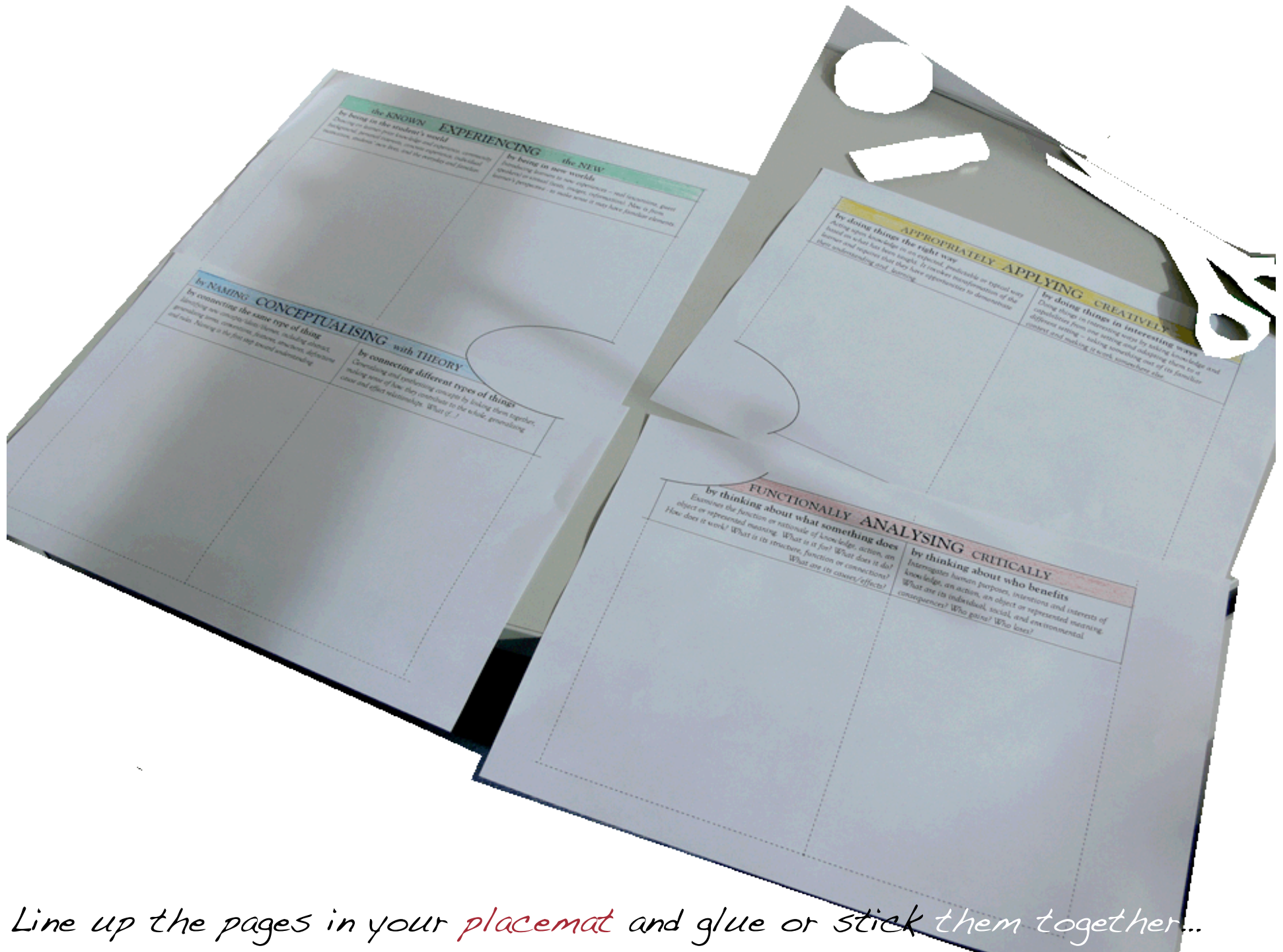
**by doing things differently**  
*Doing things in a way that is different from the expected, based on the learner's own capabilities and interests.*





*Trim...*





Line up the pages in your *placemat* and glue or stick them together...

You now have your own Learning by Design Placemat to use for:

- *mapping* existing plans;
- *creating* new plans-designs;
- *analysing* and making sense of the designs of others;
- *designing* with colleagues;
- *introducing* LbyD to people unfamiliar with the concepts

