INNOVATIVE LEARNING DESIGN
WITH THE BDP TOOL

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BALANCED DESIGN PLANNING

learning design concept and software tool developed by FOI's Learning Analytics Laboratory

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PLAN

The BDP tool supports detailed planning of course topics, units, and teaching and learning activities (TLA) in line with the intended learning outcomes. This includes the planning of delivery modes, learning types, student workload, collaboration and group work, feedback and assessment.

ANALYSE

The BDP tool provides detailed design analyses which can be used to further improve learning designs. This includes, for example, the comparison of student workload and assessment with the prioritization of learning outcomes.
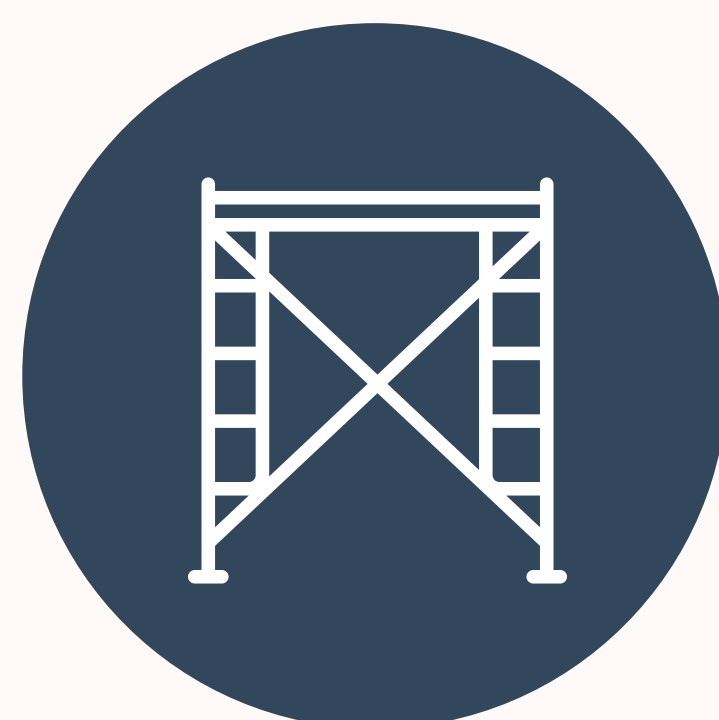
SCAFFOLD

The recent upgrades enabled direct scaffolding of learning designs in the Moodle learning management system. This leads to direct creation of an e-course structure based on a learning design.

DEVELOPMENT

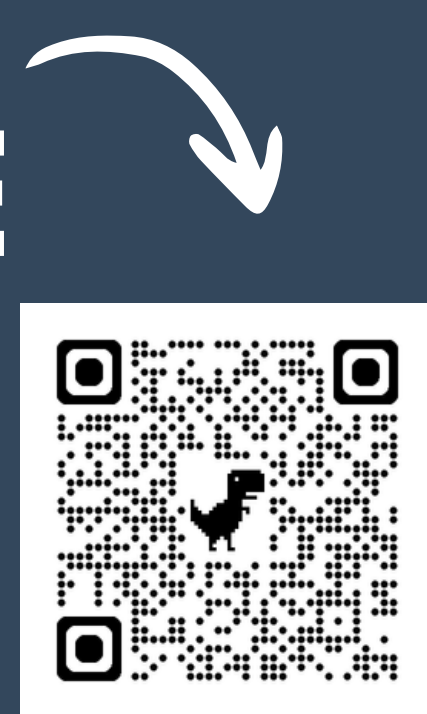DEVELOPED in line with the design science methodology and an agile approach.

SUPPORTED by several internationally oriented projects.

OUR ONGOING PROJECTS

Innovating Learning Design in Higher Education (Erasmus+): iled-project.eu

Trustworthy Learning Analytics and Artifical Intelligence for Sound Learning Design (CSF): lalab.foi.hr/truela

INNOVATION

The BDP tool is based on existing practices, contemporary research and theory, but brings innovation to learning design.

LEARNING OUTCOMES Constructive alignment and prioritization of learning outcomes as the cornerstone of learning design.
LEARNING TYPES TLAs labelled as acquisition, discussion, investigation, practice, production and assessment.
LINK TO MOODLE Direct transfer of a learning design to an e-course.
AI ASSISTANCE Current experimantation on the use of generative AI as a learning design assistant.

READ MORE

Divjak et al. (2024). Prioritizing Learning Outcomes in Different Learning Design Contexts. Central European Conference on Information and Intelligent Systems, 2024.

Divjak et al. (2024). How Can Valid and Reliable Automatic Formative Assessment Predict the Acquisition of Learning Outcomes? Journal of Computer Assisted Learning.
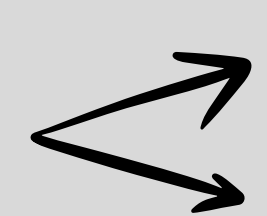
Divjak et al. (2023). Assessment Validity and Learning Analytics as Prerequisites for Ensuring Student-Centred Learning Design. British Journal of Educational Technology.

Divjak et al. (2023). Enhancing Learning Design through User Experience Research: Insights from a Survey in Four European Countries. Central European Conference on Information and Intelligent Systems, 2023.

Divjak et al. (2022). Balanced Learning Design Planning: Concept and Tool. Journal of Information and Organizational Sciences.

Divjak et al. (2021). The Use of Decision-Making Methods to Ensure Assessment Validity. 2021 IEEE Technology & Engineering Management Conference - Europe (TEMSCON-EUR).

TO FIND OUT MORE ABOUT OUR WORK
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VISIT the Learning Analytics Laboratory website: lalab.foi.hr

TRJELA

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iLed — Innovating Learning Design in Higher Education