

SET DESIGN refers to the design of teaching-learning spaces (face-to-face, online, hybrid), but also to the choice of teaching formats that provide a framework for teaching, such as lectures, seminars, exercises, projects, excursions or colloquia.

SET DESIGN

GENERAL CONDITIONS



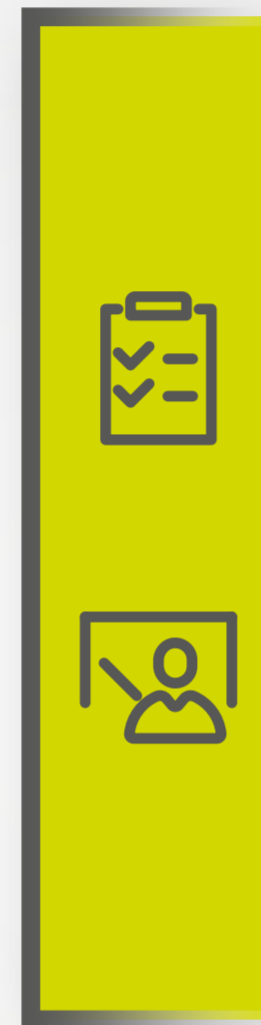
MICRO DESIGN

Teaching should stimulate **LEARNING ACTIVITIES** and is ideally activity-centred (Activity-Centred Analysis and Design model). However, teachers cannot simply create learning activities: They arise situationally and are influenced by designable frameworks as well as knowledge and social conditions.

EPISTEMIC DESIGN

EPISTEMIC DESIGN stands for the design of knowledge content for teaching (text, image, audio, video, multimedia) as well as for the design of tasks that should stimulate students to actively engage with them.

KNOWLEDGE CONDITIONS



Content Design

MICRO DESIGN

MICRO DESIGN

LEARNING ACTIVITIES

RESULTS

Task Design

Teachers create conditions that students use and interpret in their own way. Students, through their learning activities, become co-designers. **LEARNING OUTCOMES** are the product of complex interactions between conditions, situations, teachers and students.

SOCIAL DESIGN

SOCIAL CONDITIONS



MICRO DESIGN

MICRO DESIGN incorporates practical tips on how to design everyday teaching, often referring to several fields of design (Set Design, Epistemic Design, Social Design).

SOCIAL DESIGN denotes the design of measures that stimulate and support social interaction. They can be included in the task design, but they can also be part of the design perspective.

Hamburger Zentrum für Universitäres Lehren und Lernen (HUL), Author: Gabi Reinmann – This graphic is based on: Goodyear, P., Carvalho, L. & Yeoman, P. (2021). Activity-Centred Analysis and Design (ACAD): Core purposes, distinctive qualities and current development. Educational Technology Research and Development. <https://doi.org/10.1007/s11423-020-09926-7>

