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**Prework for Basics of Learning Experience Design (LXD)**

***30-45 min elapsed***

This prework sets up the first of three sessions of the Basics of Learning Experience Design (LXD). The course supports City of Madison trainers, course facilitators, and instructors in designing learner-centered training and development experiences.

Learning Objectives:

* Using the Learning Objective Builder, participants will craft learning objectives that are outcome-oriented, meaningful to learners, and achievable in the allotted time
* Using a Course Map and Module Brainstorming templates, the participant will be able to organize sessions for logical flow of material
* With the use of Lesson Plan and Assignments templates, the participant will construct content, assignments, and collaborative learning elements that meet the needs of their target audiences

**Learn & Reflect**

One of the most valuable ways to prepare learners for a virtual course is to “extend the learning” beyond the boundaries of live online or in-person start and end time. In essence, we ask ourselves as instructors these key questions:

**What resources exist that can convey the information I would typically deliver in the session?**

We call these resources Learn & Reflect. You might call them “Prework” or “Prep”. Regardless of the name you choose, these videos, readings, reflections, and assignments or activities plant the seeds for the learner’s time in the classroom. This means more time in high-engagement course activity and less time explaining, lecturing, reviewing, and other low-engagement activity. You pick up more value-added moments in your lesson plan. And they get the flexibility of deciding when and where to do the learning and reflecting. Everyone wins.

**Watch *(5 min)***

[This is Learning Experience Design](https://www.youtube.com/watch?v=pt1RC-tKjtM) (Explainer Video by Neils Floor)

Learning comes from experience, that's a fact. But what kind of experience makes you want to learn and helps you achieve your goals? And how do you design such an experience?

**Read/Listen *(10 min)***

[The Adult Learning Theory – Andragogy – of Malcolm Knowles](https://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles) (eLearning Industry blog, available as reading or via audio)

What does Andragogy mean and which are Knowles’ 5 assumptions of Adult Learners? Are you familiar with Knowles’ 4 Principles of Andragogy? The post provides answers to above questions and provides several highly recommended resources on Malcolm Knowles’ Adult Learning Theory.

**Read *(10 min)***

Andragogy in Color (Abstract and article by Roberson, D. 2002) *Abstract required,* [*Full article*](file:///%5C%5CFPS1%5CDATA1%5CHrroot%5CTraining%5CL%2BD%5C1Course%20Materials%5C1Course%20Calendar%20Session%20Materials%5CLearning%20Experience%20Design%20%28LXD%29%20Courses%5CLXD%20Cohorts%5CCohort%20Feb%202021%5CAndragogy%20in%20Color) *is optional*

ABSTRACT: Malcolm Knowles' theory of andragogy asserts that adult learners learn differently from younger learners and hence require a different kind of education. According to Knowles, andragogy is characterized by the following hallmarks: adult learners are self-directed, have accumulated vast experiences that add to their knowledge, are at a stage in life where they are ready to learn, engage in problem-centered learning, and are internally motivated. Andragogy not only captures the beginning of the adult education movement but also provides a perspective that is timeless and applies to adult education in a multicultural world. Several aspects of andragogy have nevertheless been contested. Some have suggested that Knowles' concept of andragogy reflects a white, male, Western orientation on life and learning rather than the individual webs of cultural significance and have challenged adult educators to move beyond the separatist ideas of andragogy and incorporate culturally responsive teaching in a culturally plural world. The following are among the actions that critics of Knowles' theory of andragogy have advised adult educators to take: (1) incorporate issues of diversity and culture into ways of knowing; (2) move beyond the family and focus on the social, economic, and political system of the learner's world; and (3) emphasize indigenous education.

**Reflect (15 - 30 min)**

Complete the reflection questions (click on the button below) at least 24h prior to your course start date.

**Go to >** [**Reflection Questions**](https://www.surveymonkey.com/r/LXDPrework)

