

Discipline

Learning design

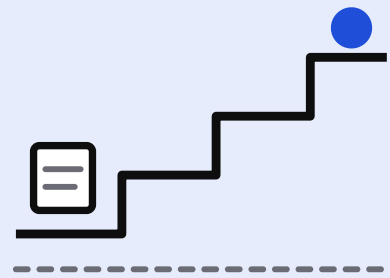
Designs activities, materials, resources and environments so that people learn, often with the support of technology.

In Spanish

Diseño del aprendizaje

Origin

Laurillard (2012); Conole (2013)



What it deals with

Teaching well isn't only knowing a subject: you have to decide what learners will do, with what and in what order.

Principles

Teaching is designing

Every course is a design that can be tested and improved.

Shared design

What works is described so other teachers can reuse it.

Activity-centered

You design what learners do, not just what they are told.

Applications in design

✓ Use it like this

Start with what learners must be able to do at the end.

✗ Avoid

Filling a course with content without thinking about what activity the person will do with it.

👁 Don't fall for it

A platform isn't a design: technology only helps if it supports a well-thought-out activity.

Connections

Builds on

■ Cognitive psychology

■ Cognitive load

■ Flow

■ Self-determination theory

Related to

■ Information design

Authors and works

2012	Diana Laurillard	Argued that teaching is a design science and proposed sharing what works as pedagogical patterns.
2013	Gráinne Conole	Proposed methods and tools for designing learning in open and digital environments.

Sources

Original sources

- Laurillard, D. (2012). Teaching as a design science: Building pedagogical patterns for learning and technology. Routledge.
- Conole, G. (2013). Designing for learning in an open world. Springer. [View source \(https://doi.org/10.1007/978-1-4419-8517-0\)](https://doi.org/10.1007/978-1-4419-8517-0)

Last reviewed: October 22, 2026

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