Learning Design for: Learning how to design a poster

Context

Topic: This could be for any topic area

Total learning time: 2 hours

Designed learning time: 2 hours

Size of class: 36

Description: This specific learning design is derived from a generic one, itself derived from one to develop the skill of writing a literature review. It is designed for students with little or no familiarity with the skill.

Mode of delivery: Wholly online

Aims

1. To give students an overview of the role of the skill
2. To explain the place of the skill with the curriculum
3. To prepare students to undertake an application of the skill

Outcomes

Identify (Knowledge): identify relevant areas for applying the skill

Explain (Comprehension): Explain the relevance of each area

Apply (Application): Apply their initial understanding of the the nature of the skill to an application of it

Teaching-Learning activities

Before the scheduled session

Read Watch Listen   5 minutes   1 student   Tutor is not available   Online

Watch the video presentation, giving an overview of poster design, and its role, relevance, and scope in your subject area.

Produce   5 minutes   1 student   Tutor is not available   Online

Make notes.
Prepare one question about the video to ask in the session.

Scheduled session: Planning for designing a poster

| *Discuss* | *10 minutes* | *36 students* | *Tutor is available* | *Online* |

Join the discussion about the video. Raise your hand to ask questions about it, and contribute verbally and in Chat your suggestions in response to the other students' questions. Consolidate and clarify any remaining issues.

Linked resources
Note: Zoom

| *Read Watch Listen* | *1 minute* | *36 students* | *Tutor is available* | *Online* |

Watch the teacher's explanation of the task

| *Practice* | *4 minutes* | *1 student* | *Tutor is available* | *Online* |

Think and write individually on the Googledoc your idea for the most important feature of a successful poster design.

Linked resources
Note: Googledoc to collect ideas

| *Collaborate* | *10 minutes* | *6 students* | *Tutor is not available* | *Online* |

In groups of six, discuss your ideas and write on the Miro Board your decision of what are the three most important features of a good poster design.

Linked resources
Note: Link to a Miro Board for each group

| *Produce* | *5 minutes* | *6 students* | *Tutor is available* | *Online* |

Choose one person from your group to write your top idea on the Googledoc, with your group number.

| *Practice* | *10 minutes* | *1 student* | *Tutor is not available* | *Online* |

Working individually, make a plan for designing a poster for a context of your choice. Identify one thing you will do next to improve your skill.

| *Discuss* | *10 minutes* | *36 students* | *Tutor is available* | *Online* |

Join the closing plenary overview discussion. What would your group need to do next to continue learning in this area?

Follow-up

Produce   *30 minutes*   *6 students*   *Tutor is not available*   *Online*

Post your draft plan to your Group's site in the Moodle forum.
Give peer feedback to others in your group on their good points, and on which areas to improve.

Linked resources

Note: Group forums on Moodle

Practice   *30 minutes*   *1 student*   *Tutor is not available*   *Online*

Read the teacher's feedback and think about how it might relate to your own draft plan.
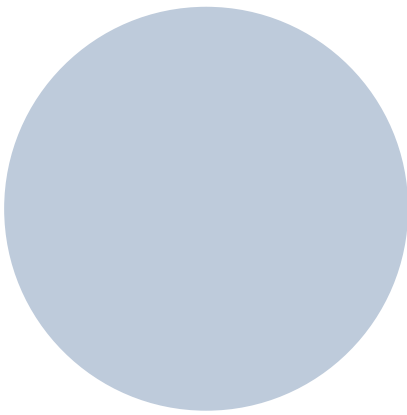Revise your draft in preparation for your summative assessment task on designing a poster.
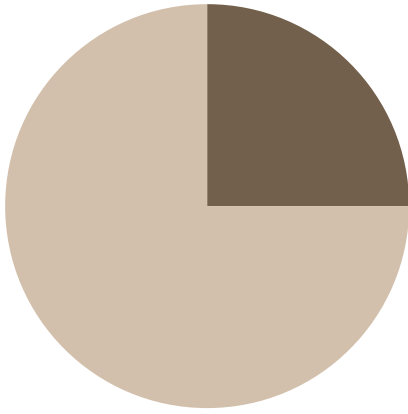
Representations of the learning experience

Learning through	Minutes	%
Acquisition (Read, Watch, Listen)	6	5
Investigation	0	0
Discussion	20	17
Practice	44	37
Collaboration	10	8
Production	40	33

	Minutes	%
Whole class	21	18
Group	45	38
Individual	54	45

	Minutes	%
Face to face	0	0
Online	120	100

	Minutes	%
Teacher present	30	25
Teacher not present	90	75