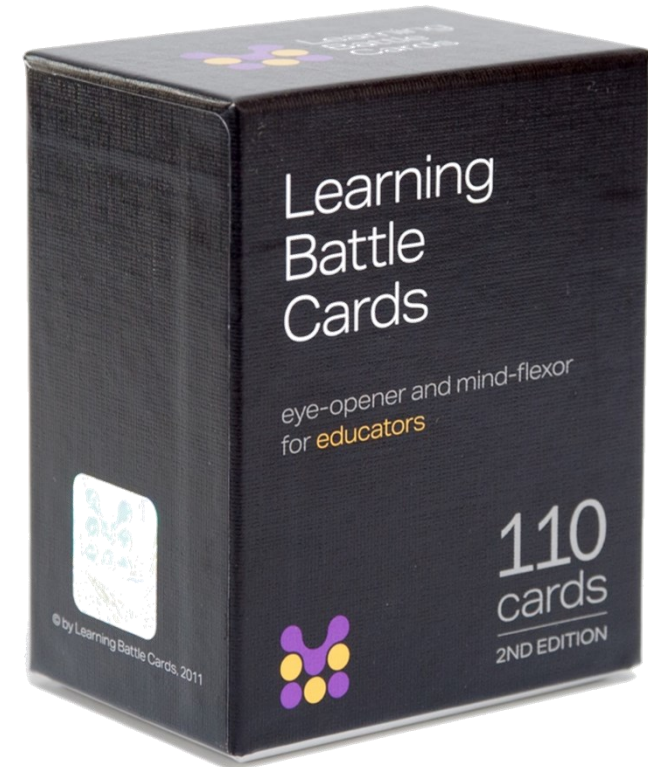# What is the e-book about?

The art of design good and efficient learning processes is not easy. Especially if you want to make the process engaging and relevant to learners needs and expectations.

One of the best methods to achieve it is to bring innovation, creativity and user-centric mindsets by using Learning Battle Cards tools in the Design Thinking way.

In this material you will find descriptions of a few exercises which will let you to leverage on Learning Battle Cards toolset to make your learning journeys more efficient and aligned with learners needs.

Feel free to reach to us if you would like to share your own ideas and activities with Learning Battle Cards. We will be happy to include them in this eBook. The best descriptions will be awarded with free LBC tools.

You can share your input by sending an e-mail to: slawomir.lais@learningbattlecards.com

Learning Battle Cards

eye-opener and mind-flexor
for educators

© by Learning Battle Cards, 2011

110 cards
2ND EDITION

LOOKING FOR CHANCE ASSOCIATIONS

YOU WILL NEED

The deck of Learning Battle Cards

The goal of this exercise is to leverage on the power of chance associations while thinking about the learning project.

It triggers discussion about "how might we use" the specific learning approach.

During this exercise instructional designer (or the small team of instructional designers) draws a random card from the deck and tries to fit the learning approach represented by this card to the designed learning journey.

This simple activity let instructional designers to reflect and open eyes for sometimes unusual, but valuable solutions.

THE PROCESS

1. Form a small team of instructional designers (3 people max) or decide to run solo.

2. Define the learning challenge; discuss the context: objectives, goals, target group, etc.

3. Draw a random card from the deck (or pre-selected pool of cards from the deck) and show to the whole team.

4. Keeping the definition and the context of the learning challenge in mind discuss how this specific card could be used; use brainstorming techniques – do not limit yourself with ideas (focus on quantity rather than quality).

5. Decide about three wining ideas for this card and write them down.

6. Select another card and repeat the activity.

7. When you are done – summarize the winning ideas and take the top contenders to the learning journey design activity (*check: Preparing Learning Design Canvas*).

Learning
Battle Cards

learningbattlecards.net

SELECTING LEARNING PORTFOLIO

YOU WILL NEED

One deck of Learning Battle Cards per each 3-4-person strong team

The goal of this exercise is to make a complete selection of learning methods which should be taken into consideration while designing the learning process.

During the first step of the brainstorming feasibility of using the specific learning methods (in relation with requirements, organization's and cultural constraints, business needs, etc.) is considered. During the second step of this exercise the pool of the best learning methods in alignment with the learning context is being selected.

THE PROCESS

1. Identify the learning solution (learning context) to be worked-out.

2. Form team of 3-4 people.

3. Provide to the team the deck of Learning Battle Cards.

4. STEP 1: Ask the team to make a negative selection – discuss and discard all cards from the deck which (for various reasons) are not feasible to be used as a part of the learning journey.

5. STEP 2: Take these cards which were left and make a positive selection – discuss and select these cards which seem to be the best choices for the learning process which is being designed.

6. During both of these steps you may appoint one person from the team for the role of Devil's Advocate. This person should defend (show positives of) each card which is selected during negative selection and undermine (show negative of) each card during positive selection.

Learning Battle Cards

learningbattlecards.net

DISCUSSING POINTS OF VIEW

YOU WILL NEED

One deck of Learning Battle Cards per instructional designer

The goal of this exercise is to trigger expression of stakeholder's (learner, budget keeper, manager, etc.) expectations related with the learning process which is being designed. During this exercise stakeholder reviews the pre-selected pool of cards and discusses his/her points of view of using the specific learning approaches.

Instructional designer facilitates the process with the stakeholder by helping to understand the whole specifics (strengths, weaknesses, etc.) of using the card. Discussion is recorded or notes are being taken by another instructional designer for further analysis. The notes are analyzed for patterns, themes and relationships between various stakeholders.

THE PROCESS

1. Identify stakeholders to be invited for a meeting.

2. Invite a stakeholder.

3. Define the learning solution (learning context) to be work-out.

4. Prepare the pool of cards from the deck which should be discussed.

5. Provide to the stakeholder the pool of cards.

6. Ask the stakeholder to review cards one by one and provide to you his/her point of view of using specific learning approach defined by the card in the learning process.

7. If needed - help the stakeholder to fully understand all consequences of using the learning approach.

8. Record the session or ask the second instructional designer to make notes during discussion.

9. After all discussions analyze for patterns and relationship.

10. Document as a report that can be shared.

Learning Battle Cards

learningbattlecards.net
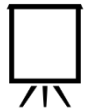
ANALYZING COST/VALUE RELATIONSHIPS

4-5

30-60

YOU WILL NEED

One deck of Learning Battle Cards per team of instructional designers

Flipchart

Bluetac

The goal of this exercise is to analyze the cost and value of specific learning approaches represented by selection of Learning Battle Cards (*check: Selecting Learning Portfolio*). This is being done using a four-cell matrix, in which on one axis costs of design, development and delivery are being considered and on the other axis learning value is being considered. Both costs and value should be analyzed in relation with specific conditions of the learning project. The best methods will be located in the 'low cost'/'high value' cell.

THE PROCESS

1. Gather the team of instructional designers and select a facilitator.

2. Identify the learning project and discuss its context.

3. Create a 2 x 2 matrix and identify the two axes: cost and value (these dimensions can change based on context).

4. Take a selection of Learning Battle Cards (*check: Selecting Learning Portfolio*).

5. Position each Learning Battle Cards on the matrix; use BlueTac when necessary. Expect some discussion before they are in their final positions.

6. Based on the final picture of this exercise select the pool of learning approaches (represented by Learning Battle Cards) to be moved to the ideation stage.

7. Prepare a written cost/value rationale for each concept.

Learning Battle Cards

learningbattlecards.net

3-4

60-120

YOU WILL NEED

A few sheets of LBC Canvas or...

One deck of Learning Battle Cards or...

Sticky notes

Markers

The goal of this exercise is to ideate the learning journey in the visual form. It will help instructional designers to assess the structure of the learning process.

Instructional Designers co-create the learning journey by using structure and direction available on the "7 Windows of Instructional Design". Visiting all 7 Windows (using LBC Canvas) they place representation of selected learning approaches on the canvas, draw their instructional ideas, provide comments and remarks and add flow to the final picture of the learning process.

The final canvas can be used to communicate the learning journey to stakeholders, gather feedback, refine the idea and, finally, decide whether to proceed with it.

Learning Battle Cards

THE PROCESS

1. Form a team of Instructional designers (consider also other stakeholders).

2. Place the "7 Windows of Instructional Design" on the wall of a workspace or on the table.

3. Select a team facilitator which will guides the team through filling out each cell of the framework by drawing attention to the associated question/discussion topic.

4. Responses/learning ideas should be placed in specific windows – you may use results of previous exercises to reduce the number of learning approaches played during this activity (*check: Selecting Learning Portfolio* and *Analyzing Cost/Value Relationships of Learning Approaches*); use BlueTac to stick cards to the canvas in necessary.

5. Add additional learning ideas, comments and remarks using sticky notes or just by drawing or writing directly on the board.

6. Provide additional structure by grouping learning activities, adding arrows, colors, tags, etc.

7. Assess as the team the whole picture; make last changes; if the team is satisfied with the final solution redraw the learning journey on the blank sheet; it will help you to prepare the final picture clear and clean.

8. Share the vision and the thinking behind it with stakeholders; use storytelling techniques for buy-in.

Learning Battle Cards

learningbattlecards.net

EVALUATING THE LEARNING CONCEPT

3-4

30-60

YOU WILL NEED

A few sheets of LBC Canvas

One deck of Learning Battle Cards

Sticky notes

The goal of this exercise is to trigger discussion about the quality of the learning program and use results of these discussions for further improvement (formative assessment). To conduct this activity instructional designers evaluate and discuss about each moment, in which learner interacts with the learning program (learning moment).

During these discussions parameters from the back of the Learning Battle Card representing or close to the discussed learning moment should be taken into consideration. If needed additional parameters should be agreed in the team and used for this analysis.

Findings should be written down on sticky notes and pasted close to the learning moment on the visualization of the learning journey.

Learning Battle Cards

learningbattlecards.net

EVALUATING THE LEARNING CONCEPT

THE PROCESS

1. Form a team of Instructional designers.

2. Place the sheet with learning journey on the wall of a workspace.

3. Identify and mark with blank sticky notes all learning moments.

4. Discuss which criteria will be considered during the exercise and what are your goal (eg. 'engagement' as the most important factor) – remember to make them relevant to the context of the learning program; you may leverage on selection of these 5 available at the back of Learning Battle Cards or create your own.

5. Find for each learning moment relevant card in the Learning Battle Cards deck; if there is no specific card – find the closest one.

6. Check the parameters and discuss them for each learning moment; bear in mind that specific usage of the learning approach may result with different set of parameters than represented on the card.

7. While discussing try to find ideas how the learning moment or the whole learning journey could be improved to meet the key criteria agreed at the beginning of this activity.

8. Make agreed changes in the learning journey (redraw the LBC Canvas if necessary) or write down findings to take them into consideration while redesigning the learning service.

Learning Battle Cards

CHECKING ALL ANGLES

YOU WILL NEED

Relevant LBC Map

The goal of this exercise is to trigger discussion about the completeness of the learning journey and to use results of these discussions for further improvement (formative assessment). During this activity instructional designers analyze the ideated learning journey in relation with specific LBC Map.

During this analysis they look at different orbits and nebulas of LBC Map trying to find inspirations and clues revealing which learning approaches should be used to design the best learning process.

THE PROCESS

1. Form a team of Instructional designers or decide to run solo.

2. Identify the learning project and discuss its context; if LBC Canvas is ready (*check: Preparing Learning Design Canvas*) use them as a starting point for this activity.

3. Place relevant LBC Map on the wall.

4. Walk through all orbits of the LBC Map; discuss how the ideated learning journey responds to challenges defined by orbits.

5. Repeat the previous step with all nebulas located in the LBC Map.

6. While discussing orbits and nebulas spend some time to reflect on the learning approaches represented by tokens; if you find them valuable for the learning context which is on the table discuss how to incorporate them into your journey.

7. Redraw the learning journey (use new sheet of LBC Canvas) to reflect all changes agreed as a result of this exercise.
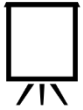
Learning
Battle Cards

learningbattlecards.net

NEW PATHS

YOU WILL NEED

The deck of Learning Battle Cards for every 3-4 people in the group

Flipchart

New paths is an exercise to enrich existing or being designed project with new ideas, methods, tools and activities.

The goal of this activity is make the team bring new ideas which are innovative but fit the project goals and are realistic.

The the members will be acting in two roles:

- Explorers which will bring to the project new ideas and

- Reviewers which will keep the ideas close to the project context

THE PROCESS

1. Form a team of 3-4 people.

2. Ask the team to choose a Reviewer – choose someone, who knows the learning context the best.

3. Ask the Reviewer to discuss the project context within the group.

4. Ask Explorers to individually review cards with the goal to bring new learning and development ideas to the project.

5. When Explorers are done they present their ideas to the whole team (one by one).

6. Reviewer writes down all ideas on the flipchart; he/she works them out by asking questions and engaging other Explorers in the brainstorming process

7. At the end the team decided which ideas should be taken into consideration during ideation stage.

Learning Battle Cards

learningbattlecards.net

Learning Battle Cards

Buy your toolset at
store.learningbattlecards.com

More information:
learningbattlecards.net

Learning
Battle Cards