

## Learning Experience Design Statement

By Donna Davis

Learning experience designers design experiences that help people learn. They use human-centered design principles to achieve specific goals, requiring extensive research and audience knowledge.

I emphasize three fundamental principles: human-centered design, **assessment of learners' outcomes, feedback**, continuous improvement, and accessibility and inclusivity.

**This final draft of my Learning Experience Design Statement includes the new changes highlighted in color font, as instructed.**

- **Human-Centered Design**

The first and most crucial aspect of my approach to LXD is to put the learner at the center of the experience. Understanding the learners' needs, earlier knowledge, and motivations is essential to designing powerful learning experiences.

For example, in my last work creating online training courses for a wide range of learners, I began each project by executing detailed audience analyses. The insights I acquired let me to tailor engaging, suitable content that was aligned with the learners' goals.

To promote engagement, I combine methods that learners can connect to and practice their new skills in meaningful contexts. I also implement **interactive and** active learning strategies, like problem-solving processes and simulation scenarios, to support learners' establishment of notions so they can involve them in their work. Via these approaches, I make sure that learning is immersed and meets individual learner needs. **These strategies ensure that learning experiences are immersive, relevant, and aligned with individual needs.**

- **Proper Assessment of Learning Outcomes**

**Assessment is a cornerstone of effective learning design. I emphasize aligning assessments with clear learning objectives to evaluate whether learners have achieved the desired outcomes. This includes a combination of formative and summative assessments, ranging from reflective activities and peer reviews to structured quizzes and final projects.**

**To ensure that learning outcomes are met, I design assessments that reflect real-world tasks and allow for multiple attempts to support mastery. For instance, I created a series of**

graded scenario-based write-ups in a recent project that progressively built on learners' knowledge. I gave them opportunities to refine their understanding before advancing.

- **Feedback**

Providing meaningful feedback on students' work is essential for supporting growth and ensuring learning objectives are achieved. To ensure clarity and consistency, I use detailed rubrics outlining the specific grading and assessment criteria. These rubrics are designed to align with the learning objectives and provide transparency for students about how their work is evaluated.

The rubric typically includes the following components:

1. **Content and Understanding:** Assesses the accuracy and depth of the students' responses and their ability to demonstrate understanding of the key concepts.
2. **Application and Relevance:** This section evaluates how well students apply the knowledge to real-world or simulated scenarios, ensuring they can connect theory to practice.
3. **Critical Thinking:** This evaluates the originality, analytical skills, and problem-solving abilities demonstrated in their work.
4. **Communication and Presentation:** Emphasizes the importance of clarity and organization in written and verbal responses.
5. **Compliance with Instructions:** Checks whether students followed the assignment guidelines, including format, length, and submission requirements.

Each benchmark is assigned a weight based on the importance of the skill or knowledge being assessed, and a point scale (e.g., 1-4 or 1-5) is used to rate performance levels, from "Below Expectations" to "Exemplary." The rubric helps standardize grading and serves as a tool for providing targeted feedback.

In addition to rubric-based grading, I ensure feedback is specific, actionable, and timely. For example:

- Annotated comments on assignments highlight both strengths and areas for improvement.
- Rubrics are returned with scores and descriptive feedback explaining why each criterion was assigned a particular rating.
- For formative assessments, prewritten feedback may provide immediate feedback in online lessons and open-ended tasks, suggesting the next growth steps.

This structured feedback process helps students understand their current performance, identify areas for development, and take actionable steps to improve. Regular feedback opportunities during and after tasks ensure students feel supported and motivated throughout their learning journey.

- **Continuous Improvement**

Continuous improvement focuses on the enhancement of the learning experience design itself. I regularly evaluate the effectiveness of my designs by collecting data on learner performance, engagement, and satisfaction through analytics, surveys, and focus groups. These insights enable me to refine and iterate on the learning materials, ensuring they remain practical and relevant.

For instance, after launching an online course, I monitor learner completion rates and feedback to identify areas where participants might struggle. Based on these findings, I update the content, adjust pacing, or introduce additional resources to meet learners' needs better. By adopting an iterative approach, I ensure that my designs are not static but evolve to align with best practices and learner expectations.

- **Accessibility and Inclusivity**

Since Learners come from diverse backgrounds with different abilities and challenges, designing for inclusivity means providing considerable ways for learners to interact with the material and guaranteeing the design is accessible to individuals with disabilities. In my recent MS Outlook training, I deliberately designed the workshop to accommodate first-time users who were either hard of hearing, dyslexic, or had ADHD. I applied universal design for learning (UDL) principles, including offering text alternatives for audio content, providing visual cues for vital concepts, and breaking information into small, digestible chunks.

I believe that learning environments should be inclusive by default, not as something to add to a non-inclusive default. This means that as part of my LXD process, I always review materials for accessibility compliance (WCAG standards), ensuring that visual, auditory, and kinesthetic learners have equal opportunities to succeed.

- **Conclusion**

My learning experience design method is based on specific principles, focusing on learner-centered design, **assessment**, **feedback**, continuous improvement, and accessibility. I prioritize creating interactive and active learning opportunities that engage learners and provide them with meaningful, real-world applications of their knowledge.

Additionally, Proper assessment is a cornerstone of my approach, with clear and detailed rubrics that ensure students understand how their work is evaluated and how they can improve. Feedback is designed to be specific, actionable, and timely, serving as both a tool for student growth and a mechanism for refining learning experiences.

I aim to develop experiences that enhance knowledge and skills and encourage learners to reach their full potential. I strive to create inclusive, impactful, and effective learning experiences that adapt to diverse needs and ever-evolving educational challenges by consistently evaluating and iterating on my designs based on learner performance and feedback.