Exercise on the Laurillard model

The purpose of this exercise is to give you experience at one use of the model in particular, and perhaps theories on this course in general: using them to guide an analysis of any give course design.

The L-model consists of 12 activities e.g. "1. Teacher describes the conception", and the task is to decide whether and how this is "covered" in a given course design, for each of the 12 activities.

1) First pick a course that you have either experienced, or are designing: a university course, or hockey training, or an orientation for volunteers at some charity you work for, ….

2) For each of the 12 L-model activities, write down whether and how the design covers this activity.

3) In each case, you have sometimes to decide:

a) Whether "Teacher" in this case literally means the lecturer, or might be substituted by a book or something or someone else. In CERE, I have been covering activity 1 "Teacher describes the conception" mostly by lecturing face to face; but in a seminar series, this would be covered by learners reading a set book or paper which play the Teacher role of expert exposition.

b) Whether the activity is not represented by an overt organised action, but probably IS covered by habitual learning skills of the learners. For example activity 4 "Student redescribes the conception in the light of the teacher's redescription" is most often covered by silent internal mental activity where students receive written comments on their essay (a case of activity 3), or when they hear the teacher answer a question in class (another such case) and make adjustments internally.

You will often find that thinking about activities 1-4 is easy; but that the course you are considering ignores 5-8 because it offers no practical experience such as labs. This is a common defect. Nevertheless, you may interpret activities 9,10 as also to do with connections that students make with their own pre-existing concrete experiences which relate to the theories being taught in 1-4.