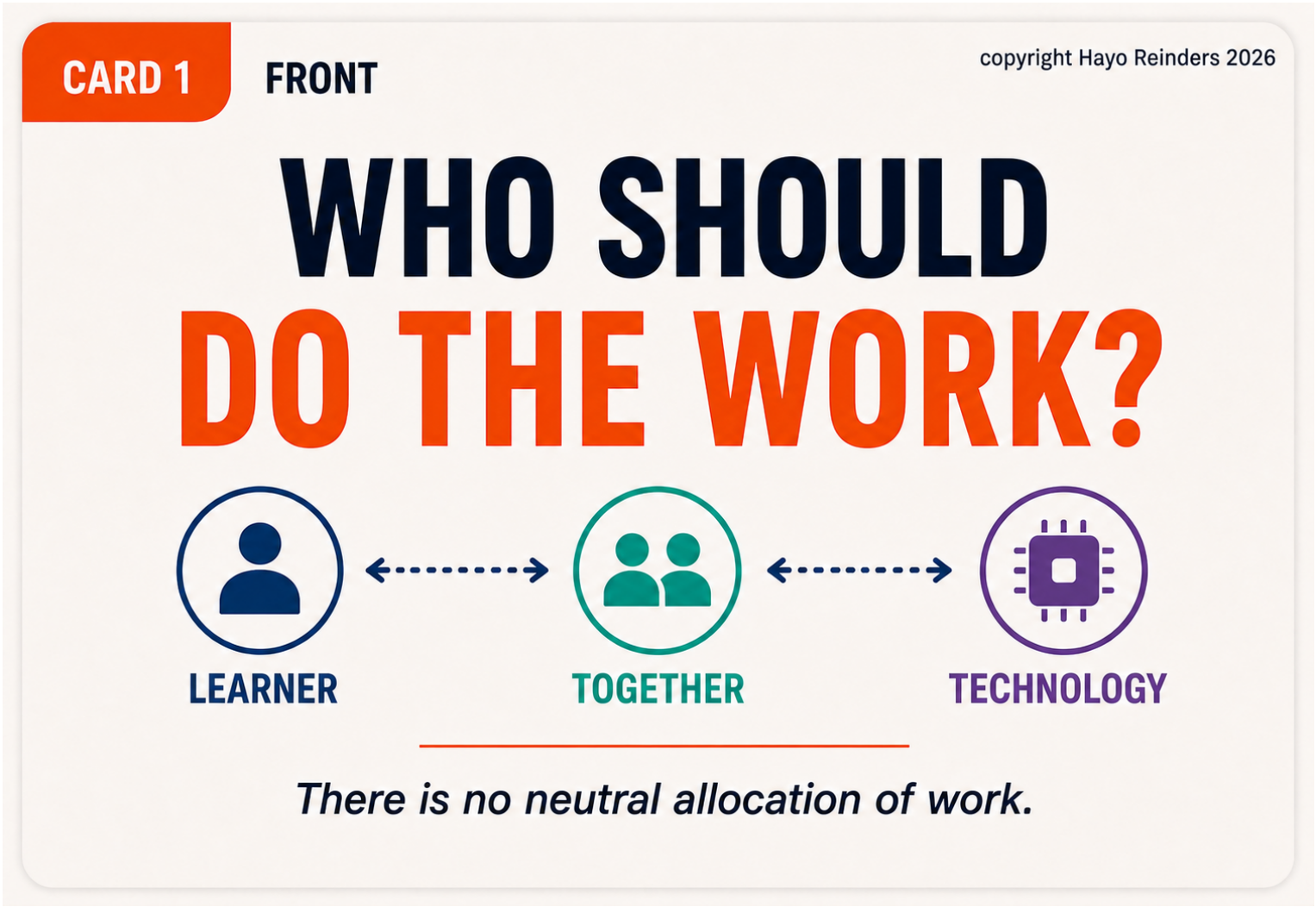
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CARD 1 **BACK**

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TAKE ONE LEARNING ACTIVITY

Break it into its component parts. For each part, ask:

LEARNER	What should learners do themselves because **doing it is part of the learning**?
TECHNOLOGY	What could technology do **more effectively** without undermining the learning goal?
TOGETHER	Where could human and technological capabilities **complement** one another?
PEOPLE	What should happen **between** learners, teachers or others?

DESIGN MOVE

Change the allocation of one part of the activity.

What is gained? What is lost?
And what does the learner actually learn as a result?

CARD 2 FRONT

WHO IS IN CONTROL?



Technology can support learner agency.

It can also reduce it.

CARD 2 BACK

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FOLLOW THE DECISIONS

In this activity, who decides:

GOALS	What is the learner trying to achieve?
PATHWAYS	How will they go about it?
RESOURCES	What tools, people and information will they draw on?
TECHNOLOGY	When, why and how will technology be used?
JUDGEMENT	Who decides whether advice is accepted, rejected or adapted?
SUCCESS	Who determines whether the outcome is good enough?

DESIGN MOVE

Identify one meaningful decision currently made by the teacher or technology.

Could you give that decision to the learner? What support would they need to make it well?

CARD 2 **BACK**

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CARD 3 FRONT

WHAT IS THE LEARNER BECOMING ABLE TO DO?



Completing a task is not the same as developing capability.

CARD 3 BACK

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LOOK BEYOND TASK COMPLETION

NOW	What can the learner already do without technological support?
WITH TECHNOLOGY	What becomes possible when technology is introduced?
AFTERWARDS	What should the learner become better able to do independently or in new situations?
FUTURE LEARNING	Does the activity strengthen the learner's ability to identify needs, find resources, make decisions, solve unfamiliar problems, and learn for themselves?

DESIGN MOVE

Imagine the technology is no longer available.

What capability remains?

CARD 3 **BACK**

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CARD 4 **FRONT**

WHO IS REGULATING THE LEARNING?



Who exactly is the "self" in self-regulation?

CARD 4

BACK

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FOLLOW THE REGULATION

In technology-rich learning, regulation can be distributed across learners, teachers, peers and technologies.

Who or what:

SETS DIRECTION	Establishes goals and priorities?
GUIDES ACTION	Suggests strategies or next steps?
MONITORS	Tracks progress and identifies problems?
PROVIDES FEEDBACK	Evaluates performance and suggests improvements?
PROMPTS REFLECTION	Encourages the learner to reconsider, explain or adjust?

DESIGN MOVE

Map where regulation currently occurs in one learning activity.

What should technology regulate—and what should learners learn to regulate for themselves?

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CARD 5 **FRONT**

WHAT SHOULD REMAIN DIFFICULT?

Not all friction is a problem to be solved.



CARD 5

BACK

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LOOK AT WHERE TECHNOLOGY MAKES LEARNING EASIER

Which forms of difficulty are simply barriers—and which are part of the learning?

Consider where learners need to:

STRUGGLE	Work through something they do not immediately understand.
EXPLORE	Search, experiment and encounter unexpected possibilities.
CHOOSE	Make decisions rather than follow a predetermined pathway.
INTERPRET	Construct meaning rather than receive it ready-made.
REVISE	Recognise problems and improve their own thinking or work.
PERSIST	Stay with uncertainty or difficulty rather than immediately resolving it.

DESIGN MOVE

Identify one difficulty that technology currently removes.

What would happen if you deliberately put some of that difficulty back?

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CARD 6 **FRONT**

WHO DECIDES WHAT TO BELIEVE?

Getting answers is not the same as gaining knowledge.



CARD 6

BACK

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KEEP THE LEARNER IN CHARGE OF KNOWING

When technology provides information, explanations or recommendations, ask:

SOURCE	Does the learner know where the information comes from?
CREDIBILITY	Can they judge whether it is trustworthy?
EVIDENCE	Can they verify important claims against other sources or evidence?
PERSPECTIVE	Can they identify assumptions, alternative interpretations or missing viewpoints?
UNCERTAINTY	Can they recognise what is unknown, contested or insufficiently supported?
JUDGEMENT	Who ultimately decides what to accept, reject or revise?

DESIGN MOVE

Take one technology-generated answer that learners would normally use.

Redesign the activity so that the answer becomes something to investigate, challenge or verify rather than simply consume.

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CARD 7 **FRONT**

CAN YOU SEE WHERE THE LEARNING HAPPENED?

The final product may hide the most important part.



CARD 7

BACK

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LOOK BEYOND THE OUTPUT

When technology contributes to a task, what evidence remains of the learner's thinking?

Can you see where the learner:

QUESTIONED	Identified what they needed to know?
EVALUATED	Judged the quality or usefulness of technological input?
CHOSE	Made decisions about what to use and what to ignore?
REJECTED	Disagreed with or challenged a suggestion?
REVISED	Changed their ideas or work as a result?
REFLECTED	Developed a better understanding of what they were doing and why?



DESIGN MOVE

Take an activity where technology contributes substantially to the final product.

How could you make the learner's thinking and learning visible—not just the outcome?

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CARD 8 **FRONT**

HOW CAN TECHNOLOGY HELP LEARNERS FLOURISH?

Wellbeing is more than avoiding harm.



CARD 8

BACK

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DESIGN FOR POSITIVE WELLBEING

Rather than only asking how technology might cause stress, distraction or isolation, ask how it could **actively support:**

CONNECTION	Strengthen relationships, belonging and meaningful interaction?
CONFIDENCE	Help learners experience competence, progress and self-efficacy?
CURIOSITY	Encourage exploration, enjoyment and engagement with the world?
EMOTIONAL AWARENESS	Help learners recognise, express or regulate emotions?
INCLUSION	Enable fuller participation by learners with different needs and circumstances?
PURPOSE	Connect learning with things learners genuinely value and care about?

DESIGN MOVE

Take one learning activity and ask:

How could technology be used not simply to make the activity more effective, but to make the learner's experience of it better?

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CARD 9 **FRONT**

HOW CAN LEARNING MOVE BETWEEN CLASSROOM AND LIFE?

Learning should travel—and return.



CARD 9

BACK

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CREATE A CLASSROOM ↔ LIFE LEARNING CYCLE

How does the activity enable learners to:

TAKE IT OUT	Use new knowledge and skills in different contexts, situations and domains beyond the classroom?
NOTICE IT	Find examples, connections and contradictions in everyday life, media, communities and environments?
EXPERIMENT WITH IT	Try out new knowledge or skills in relation to their own activities, interests, relationships and social networks?
LEARN FROM EXPERIENCE	Notice what changes when classroom knowledge encounters the complexity of real-world contexts?
BRING IT BACK	Return with examples, experiences, questions, successes and problems to share and compare with others?
CHANGE WHAT HAPPENS NEXT	Enable teachers and learners to use these experiences to adapt subsequent classroom activities, resources and learning goals?

DESIGN MOVE

Take one classroom activity and redesign it as a cycle:

CLASSROOM → LIFE → CLASSROOM

What will learners **take out,** what will they **do with it**, what will they **bring back**— and how will what they bring back **change what happens next?**

CARD 10 FRONT

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WHAT IS THE ROLE OF AMBIGUITY IN LEARNING?

Life happens at the edge of the known and the unknown.



CARD 10 **BACK**

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LEARN TO LIVE WITH THE UNKNOWN

Technology increasingly offers immediate answers, explanations, predictions and recommendations. Yet much of what matters in life cannot be resolved so easily.

Ambiguity creates space to:

WONDER	Encounter questions for which we do not yet have answers.
EXPLORE	Move beyond what is already known, rather than simply retrieve existing knowledge.
INTERPRET	Recognise that experiences, texts and events can support different meanings.
IMAGINE	Consider possibilities that cannot be predicted from what already exists.
JUDGE	Make thoughtful decisions when knowledge is incomplete, uncertain or contested.
DISCOVER	Remain open to surprise, insight and experiences we could not have anticipated.

DESIGN MOVE

Look for where technology makes an activity more predictable, certain or immediately knowable.

What could happen if learners were instead supported to spend some time at the edge of what they know?

CARD 11 FRONT

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HOW CAN TECHNOLOGY SUPPORT IDENTITY DEVELOPMENT?

Learning is also about becoming.



CARD 11

BACK

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CREATE OPPORTUNITIES TO EXPLORE THE SELF

Technology can do more than personalise learning to who learners already are.
It can help them become aware of, explore and develop different aspects of their identities.

Consider how learners might use technology to:

NOTICE	Become more aware of how their language, experiences, values, communities and ways of communicating shape who they are?
EXPLORE	Encounter different communities, perspectives and ways of being—and consider where they might belong?
EXPERIMENT	Try out different voices, roles and ways of expressing themselves in relatively safe spaces?
REFLECT	Examine how they present themselves in different contexts and how this may be perceived by others?
IMAGINE	Envisage possible future selves and identities that learning might make available to them?
CONNECT	Develop relationships with people and communities that support, challenge or expand their sense of self?

DESIGN MOVE

Take one learning activity and ask:

How could technology help learners explore not only what they know and can do, but who they are—and who they might become?

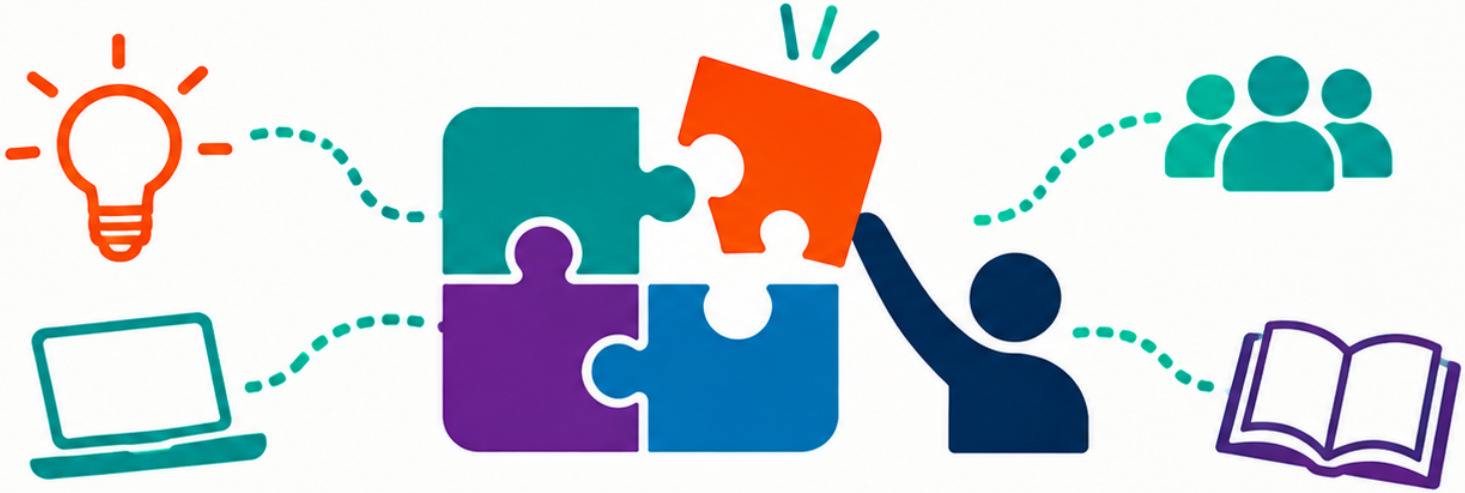
CARD 12

PUTTING IT TOGETHER

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WHERE DO YOU SEE SPACE FOR TRANSFORMATION?

Good technology use begins with learning, not technology.



CARD 12

BACK

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REDESIGN ONE LEARNING ACTIVITY

Choose an activity you currently teach—or one you are planning.
Use the cards to reconsider it:

WORK	Who should do what?
AGENCY	What decisions should learners make?
CAPABILITY	What should learners become better able to do?
REGULATION	Who or what should guide and regulate the learning?
FRICTION & AMBIGUITY	What should remain challenging, uncertain or unresolved?
KNOWLEDGE	How will learners remain responsible for judging what to believe?
HUMAN DEVELOPMENT	How could the activity support wellbeing, identity and life beyond the classroom?

DESIGN MOVE

Now change the activity.

Remove one use of technology.

Change one use of technology.

Add one use of technology.

For each decision, ask:
How does this make the learning experience better?