This guide looks inside the design of Vlerick’s executive education programmes – or Learning Journeys, as we like to call them.

Whether you are delivering content, designing and coordinating programmes, or otherwise making our mission come alive, we hope this leaflet:

- helps you understand how learner-driven designs are created at Vlerick
- serves as a step-by-step guide for designing or re-designing a learning journey.

You can fill out the guide individually or as a group. Write, draw, or doodle your ideas on the Learning Journey Design ‘house’.
Starting with the result in mind, the first step is to define what impact we want the learning journey to have.

Impact can be observed when the participants are back at their workplace and there are changes in terms of behaviours, skills, and mindsets. These changes must be observable by other people – manager, colleagues, clients, etc. – in the participant’s ecosystem.

Too often, the learning design is driven by content and learning transfer is an afterthought. We need to put ourselves in the learner’s shoes – and then the question is not ‘What are the learning objectives?’, but ‘What will the participants do better or differently?’.

We are looking for observable impact, as a change in performance is visible in tangible results.

**HOW TO DO IT:**
- Put yourself in the participants’s shoes
- Think of the actual ways their performance could change as a result of participating in the programme
- Think about what will signify the change and who will notice it
INSIGHTS

CLARIFY LEARNING OBJECTIVES

Next, we look at the insights and understanding: what do the participants need to understand in order to perform better? We are looking for specific insights that have a direct link to the change in performance.

When we talk about understanding, we are looking at all levels of the Bloom taxonomy*. Some content will be remembered and internalised, and some will lead to application, analysis, evaluation, and the creation of new knowledge.

**Misunderstandings make visible the previous knowledge the participants bring with them.** Sometimes this knowledge needs to be unlearned in order to create more robust understanding. Misunderstandings also highlight topics that are more difficult to understand. So, when we design the learning experiences, we can put more emphasis on these points.

* BLOOM’S TAXONOMY

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<th>Remember</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyse</th>
<th>Evaluate</th>
<th>Create</th>
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<td>Recall facts and basic concepts (define, duplicate, list, memorise, repeat, state)</td>
<td>Explain ideas or concepts (classify, describe, discuss, explain, identify, locate, recognise, report, select, translate)</td>
<td>Use information in new situations (execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch)</td>
<td>Draw connections among ideas (differentiate, organise, relate, compare, contrast, distinguish, examine, experiment, question, test)</td>
<td>Justify a stand or decision (appraise, argue, defend, judge, select, support, value, critique, weigh)</td>
<td>Produce new or original work (design, assemble, construct, conjecture, develop, formulate, author, investigate)</td>
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HOW TO DO IT:

- Keeping the focus on the participant, try to focus on their insights
- Look at both learning as well as unlearning
- Use Bloom’s taxonomy as a guide for thinking about impact at different levels
The last phase looks at the learning experiences that will lead to maximum impact. Some material will be best taught through a presentation, while learning by doing, simulations, or online learning will be most effective for other material.

Often, involving the participants in active experiences will yield more impact (for example, having the participants prepare a showcase, work on a project, or conduct a piece of research) than one way presentations.

Once all the elements are identified, check which ones you already have material for (either curated or your own), and which ones you need to design and create.

**ACTIVITIES**

**DESIGN LEARNING EXPERIENCES**

The Non-Market Strategy game, to create business innovation beyond the traditional market

**HOW TO DO IT:**

- Think of the different kinds of learning activities that will yield the best results
- Think of how to create a smooth journey by combining the activities together
- Test, experiment, and ask for feedback!