

An aerial night photograph of the TU/e campus in Eindhoven, featuring modern buildings with illuminated windows and a prominent red semi-transparent overlay across the top half of the image.

How we "BUILD" One TU/e Learning

TU/e Learning Design Principles

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HR Development

HRM L&D

TU/e Design Principles

Learning Design Principles – How we "BUILD" One TU/e Learning

- B: Build Over Time
- U: Use it to Learn It
- I: Illustrate examples
- L: Link it to what matters
- D: Drive Workplace Application

Principles	Description	Source, pedagogical theory/reasoning	Checklist Questions
Build Over Time	- Build knowledge gradually over multiple sessions and revisit the learning time after time. - Use varied formats	Spaced Practice / Distributed Practice (Ebbinghaus, 1885; Cepeda et al., 2006) Retrieval Practice Theory (Roediger & Karpicke, 2006)	- Are learners exposed to the learning content at multiple touch points before, during, and after the learning experience? - Is content transferred using different formats?
Use it to Learn It	- Foster learning by doing - Make more Active Time than Listening Time	Experiential Learning Theory (Kolb, 1984); Active Learning (Bonwell & Eison, 1991); 70:20:10 model (Lombardo & Eichinger, 1996)	- Is action time higher than 50% of the learning experience time? - Are interactive elements used during the learning experience?
Illustrate examples	Illustrate a specific example/case before introducing the abstract concept	Threshold Concepts (Meyer & Land, 2003); Concrete-to-Abstract Sequencing; Case-Based Learning	- Are frameworks/theories introduced after a real-life experience? - Are examples recognizable for the audience?
Link it to what matters	- Link to peoples' why and make them passionate - Design for emotional engagement	Affective Learning Theory (Krathwohl, Bloom & Masia, 1964); Emotional Memory (LeDoux, 1996); Self-Determination Theory (Deci & Ryan, 1985)	- Does the learning experience include exercises with personal reflection questions? - Have specific emotions been considered during the design of the learning experience? - Does the learning experience connect the content with peoples' desires/needs/ambitions?
Drive Workplace Application	Drive on-the-job application	Transfer of Learning (Thorndike, 1901; Perkins & Salomon, 1992); Learning Transfer System (Ulrich	Does the learning experience include exercises that relate to participants work/tasks?