

3.3 Learning Design Facilitator (LDF)

What is Learning Design Facilitator (LDF)?

To help you create your learning design, the IDEALS team has developed the **Learning Design Facilitator (LDF)**, which includes different agents to answer your questions, provide suggestions, and support you throughout the entire learning design process. Currently, we have both the **AI Facilitator** and the **LDS Assistant** available.

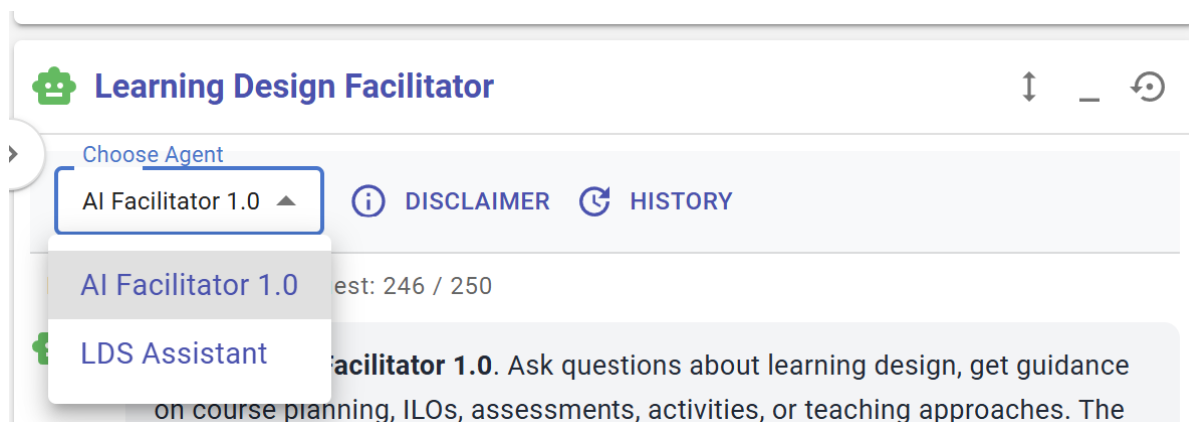


Figure 3.5: Interface of Learning Design Facilitator (1)

You can switch the LDF between two agents in the "**Choose Agent**" menu.

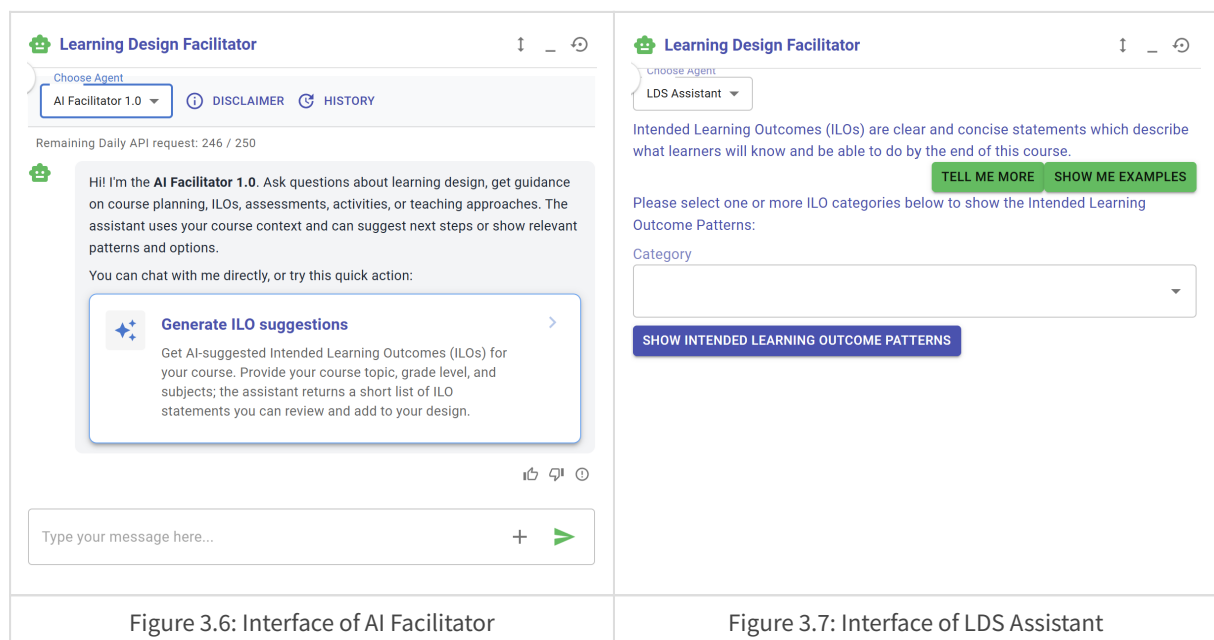


Figure 3.6: Interface of AI Facilitator

Figure 3.7: Interface of LDS Assistant

AI Facilitator

The AI Facilitator is an LLM-powered agent that currently serves two main functions: it can **1) act as a chatbot for conversation**, and it can **2) provide suggestions and make changes to your current design**. It is part of an ongoing development process and will support more features in the future.

1) Act as a chatbot for conversation



How to write a good intended learning outcomes



Strong ILOs are clear, observable, and aligned with your DP/PA. Use: “By the end of this course, students will be able to + action verb + content + context/criteria,” e.g. “define a real-world engineering problem using user interviews.” Which level are you focusing on now—course-level or a single lesson?

**Suggest ILOs**

Get intended learning outcome suggestions for your course; review them before applying.

Figure 3.8: Communication with the LDF

When completing a full learning design, you will input various details, such as intended learning outcomes, disciplinary practices, pedagogical approaches, learning tasks, and assessments. You can communicate with the LDF to receive guidance or exchange ideas throughout this process.

2) Provide suggestions and make changes to your current design

The LDF can currently read your course information, including topic, description, and grade level, to provide suggestions on intended learning outcomes.

Course Information

Topic

Writing a Blog Post for Upper Primary Students

Description

While English language teachers often struggle to foster self-directed learning and language mastery in the era of Generative AI (GAI), this **inquiry-based process writing** curriculum addresses these challenges by transforming writing instruction into an active, technology-enhanced inquiry.

Within this specific curriculum component (one of the learning stages), students engage in **self- and peer-evaluation tasks** on the iLAP-IDEALS e-learning platform to cultivate **self-directed learning**. Crucially, students **critically evaluate** GAI-generated comments on their work, positioning the technology as a collaborative partner to enhance their self-directed revision process.

194 words

Key Learning Area(s)

English Language Education

Grade Level

P6

Number of Lessons

1

Duration per Lesson

35 min(s)

Total In-Lesson Time

35 min(s)

Contributor Name

HKU CITE

Contributor Affiliation

HKU CITE

Information Window

Learning Design Facilitator

Choose Agent

AI Facilitator 1.0

DISCLAIMER

HISTORY

Remaining Daily API request: 245 / 250

Hi! I'm the AI Facilitator 1.0. Ask questions about learning design, get guidance on course planning, ILOs, assessments, activities, or teaching approaches. The assistant uses your course context and can suggest next steps or show relevant patterns and options.

You can chat with me directly, or try this quick action:

Generate ILO suggestions

Get AI-suggested Intended Learning Outcomes (ILOs) for your course. Provide your course topic, grade level, and subjects; the assistant returns a short list of ILO statements you can review and add to your design.

Type your message here...

Figure 3.9: Receiving suggestions from the LDF (1)

By clicking 'Generate ILO suggestions', a panel will appear on the left side of the LDS, showing a few LDF-suggested ILO options across different Bloom's levels and ILO types for you to choose from.

Suggestions

Select All

1 selected

Suggestion 1

Statement:

Identify correct uses of the simple past and simple present tenses in your own blog draft when describing differences between past and present life in Hong Kong.

Type:

Disciplinary Knowledge

Bt Level:

Remember

Suggestion 2

Statement:

Apply the given assessment criteria to review and comment on a peer's blog draft about life in Hong Kong, suggesting at least one specific improvement to tense use and content.

Type:

Disciplinary Skills

Bt Level:

Apply

Suggestion 3

Statement:

Judge the accuracy and usefulness of AI-generated feedback on your blog draft and decide which comments to accept, modify or reject, explaining your choices briefly.

Type:

Generic Skills

Bt Level:

APPLY 1 SUGGESTION

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Figure 3.10: Receiving suggestions from the LDF (2)

By clicking the "Apply Suggestion" button, you can adjust the content if needed, and then click the "Save" button to add the ILO.

The screenshot shows the 'Learning Design Studio' interface. On the left is a navigation sidebar with options: Course Information, Learning Design Triangle, Intended Learning Outcomes (selected), Disciplinary Practice, Pedagogical Approach, Details of Learning Design, Curriculum Components, Learning Analytics Questions, Open Suggestion Sidebar, Designer Dashboard, ILAP Section Arrangement, and LD to ILAP Converter. The main area is titled 'Writing a Blog Post for Upper Primary Stude...' with a 'Total Learning Time' of 35 min and 'Designed Total In-Lesson Time' of 35 / 35 min. Below this is the 'Intended Learning Outcomes / Create Intended Learning Outcome' section, which is 'Saved'. It includes a 'Subject/Discipline(s)' dropdown set to 'English Language Education', a 'Category' dropdown set to 'Disciplinary Knowledge', and a 'Bloom's Taxonomy Level' dropdown set to 'Remember'. The 'ILO Statement' field contains the text: 'Identify correct uses of the simple past and simple present tenses in your own blog draft when describing differences between past and pre'. There is an 'ADD SUB-ILOS' button and three buttons at the bottom: 'SAVE AND ADD ANOTHER', 'SAVE', and 'CANCEL'.

Figure 3.11: Receiving suggestions from the LDF (3)

The LDF-suggested ILO has now been added to the "Intended Learning Outcomes" section.

The screenshot shows the 'Learning Design Studio' interface with the 'Intended Learning Outcomes' section selected in the navigation sidebar. The main area is titled 'Writing a Blog Post for Upper Primary Stude...' with a 'Total Learning Time' of 35 min and 'Designed Total In-Lesson Time' of 35 / 35 min. Below this is the 'Intended Learning Outcomes' section, which is 'Saved'. It shows a list of outcomes under four categories: 'Disciplinary Knowledge', 'Disciplinary Skills', 'Generic Skills', and 'Values & Attitudes'. Each category has an 'ADD' button and a 'PATTERNS' button. The 'Disciplinary Knowledge' outcome is highlighted, showing a 'Remember' level and the statement: 'Identify correct uses of the simple past and simple present tenses in your own blog draft when describing differences between past and present life in Hong Kong. English Language Education'. The 'Disciplinary Skills' outcome has the statement: 'What practical techniques or abilities will learners be able to apply in real-world scenarios?'. The 'Generic Skills' outcome has the statement: 'What transferable skills will learners develop, such as critical thinking, or communication?'. The 'Values & Attitudes' outcome has the statement: 'Which core values will learners exhibit and what mindsets will learners develop?'. Each outcome has a 'CREATE' button.

Figure 3.12: Receiving suggestions from the LDF (4)

Apart from suggesting completely new ideas, the LDF can also provide feedback on your current design.

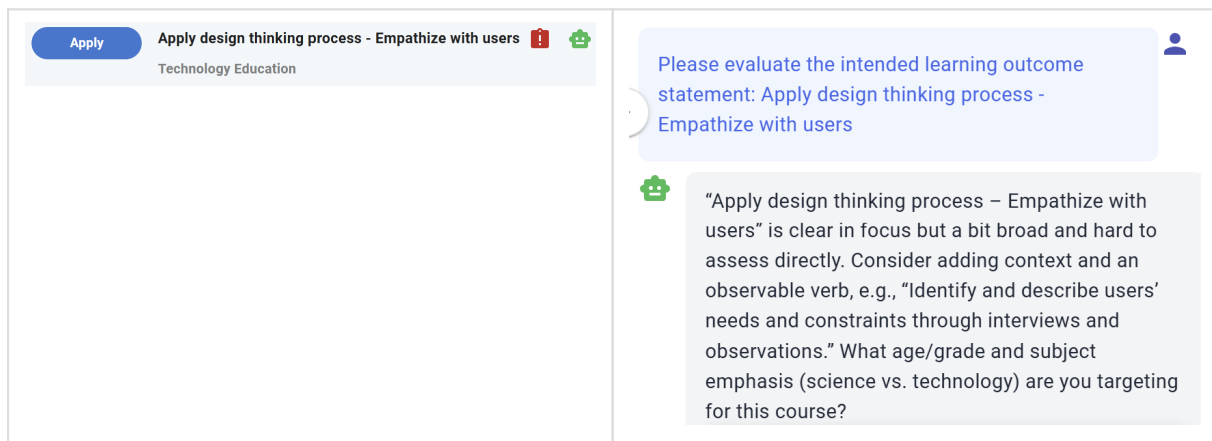


Figure 3.13: Access to Learning Design Facilitator

Sometimes, you may see the  button in different locations, such as next to the Intended Learning Outcomes. Please feel free to click on it to request feedback .

LDS Assistant

When creating a learning design in the LDS, you will work through multiple phases: course level, curriculum component level, and task level. The IDEALS team has developed a set of reusable templates for you to adopt in your own design. The LDS Assistant serves as the main interface for accessing these templates through the LDS Pattern Library.

* Further details about the LDS Pattern Library will be introduced in the next section.

🔄Revision #8

★Created 2026-07-09 15:42:02 UTC by Oscar LO

✎Updated 2026-07-10 06:28:23 UTC by Oscar LO