**Set Design** refers to the design of teaching-learning spaces (face-to-face, online, hybrid), but also to the choice of teaching formats that provide a framework for teaching, such as lectures, seminars, exercises, projects, excursions or colloquia.

**Epistemic Design** stands for the design of knowledge content for teaching (text, image, audio, video, multimedia) as well as for the design of tasks that should stimulate students to actively engage with them.

**Social Design** denotes the design of measures that stimulate and support social interaction. They can be included in the task design, but they can also be part of the design perspective.

**Micro Design** incorporates practical tips on how to design everyday teaching, often referring to several fields of design (Set Design, Epistemic Design, Social Design).

**General Conditions**

**Knowledge Conditions**

**Social Conditions**

**Micro Design**

**Results**

Teachers create conditions that students use and interpret in their own way. Students, through their learning activities, become codesigners. **Learning Outcomes** are the product of complex interactions between conditions, situations, teachers and students.

Teaching should stimulate **Learning Activities** and is ideally activity-centred (Activity-Centred Analysis and Design model). However, teachers cannot simply create learning activities: They arise situationally and are influenced by designable frameworks as well as knowledge and social conditions.


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