University of Birmingham

Start Date: April 2009

Staff: Academic and Academic Related

Type: Campus

Discipline: Mixed

Scope: 2 day

Technology: WebCT, Comic Life, Photo Story, Jing, Movie Maker

No. affected: 25

Approach: Enquiry-based learning (EBL), eLearning, blended learning, role play, group work

Learning Environment: flexible space, independent learning

Initial Funding: n/a

Initiative Introduction: across institution

Impact: adopted at various levels across the institution and European-wide

Design Team: Tarsem Singh Cooner (Associate Director, CEIMH), Danielle Hinton (Learning Design Consultant), Peter Rainger (Senior E-Learning Consultant)

Introduction

Designing for enquiry-based Blended Learning (DiBL) is a staff development initiative that provides an opportunity to explore enquiry-based (EBL) and blended learning in small subject based teams.

Learning Design

Supported by a workbook, learning design planner, resource pack and learning design icons, staff worked in small subject based teams. The groups were asked to work within a scenario of preparing an application for funding. As part of the funding call they were to asked to create and demonstrate:

- An EBL Triggering Event (no longer than 5 minutes in length) created using the available software.
- Demonstrate how their blended learning design would facilitate and manage discussion and debate.
- State briefly, as a group, what they would take from this two-day event and what elements they could apply in their practice.
- Address any questions from the audience.

A vote by the whole peer group (based on an assessment rubric) was then taken to decide the grant funding. Each group was assigned a coach facilitator who provided support through the EBL student experience, learning and technology design process.

During the presentation phase the feedback from different groups indicated they had all learned a great deal from the enquiry-based learning method adopted for the event. Feedback suggested they had enjoyed and valued the hands on experiences the event offered.

Summary

This design has subsequently been developed further into 1 day and ½ day events for differing audiences. Currently it is being re-vamped into a 1 day face-to-face event with 6-10 blended sessions to provide continuing post-event learning design support to participants through a DiBL Community of Practice.

Temporal Plan: Learning Design Sequence
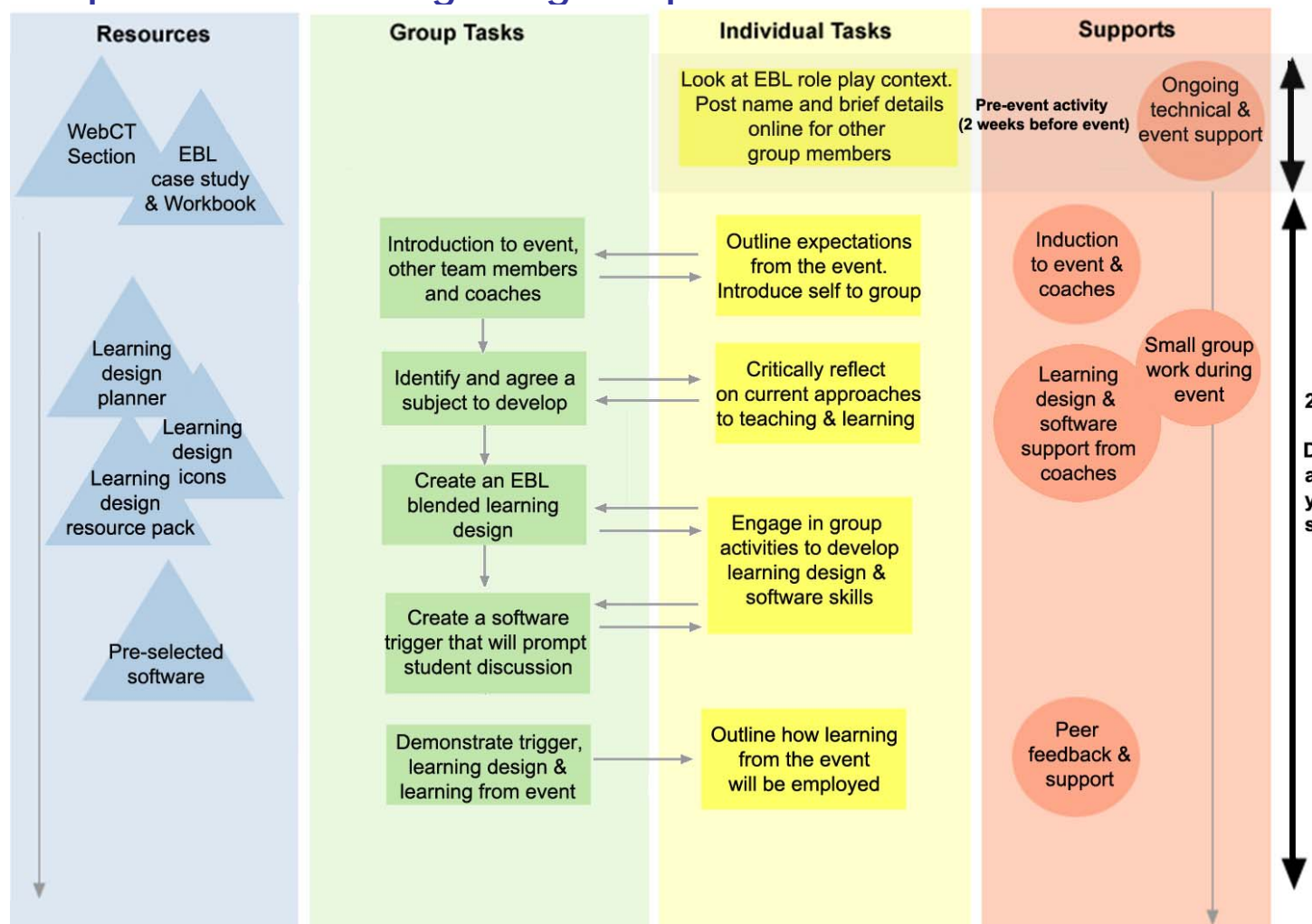
Initial DiBL Analysis

- aided team working and building, participants discovered each other's talents and how to work together
- helped participants think through the purpose, impact and outcomes of teaching and learning and the balance of technology to other inputs in sessions and modules
- provided participants with "time out" to think about teaching and learning
- provided event coaches with opportunity to share learning with other coaches and participants (providing the potential to develop a community of practice).

Further analysis and reflection is available from http://www.ceimh.bham.ac.uk/newsandevents/DIBLFB.shtml

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