Enquiry Based Learning Design Questions

Scaffolding Requirements

University of Birmingham

A. Preparing for the EBL Activity

1. Setting expectations (tutor and students)
2. Setting the scene for cooperative group work (roles, rules, research etc)
3. Exploring "What is EBL"
4. Discussing the reason for EBL (real-world authentic problems, linking university study to professional life)
5. Explaining how assessment and/or reflection relates to these activities
6. Exploring structures and responsibilities (ie. workload and action planning for both individual and group)
7. Sharing contact details within group

B. During the EBL Activity

1. How much power/responsibility are you giving to the student?
2. What structures are you providing (workload, action planning, WebCT discussion boards etc) to promote group communication and tutor moderation?
3. How do you intend to facilitate activities (face-to-face / blended / online), do you need any assistance?
4. How much independent learning time are you giving students?
5. How will you monitor and support student independent learning time?
6. How might you utilise the "200 hrs of student effort" per 20 credits of study or in other words the out-of-class time?

C. Post EBL Activity

1. How do you plan to assess (peer, self, tutor and group, individual) the EBL activity?
2. How can you incorporate reflection (individual and/or group) into the assessment processes?
3. How do you plan to evaluate the success of the EBL activity

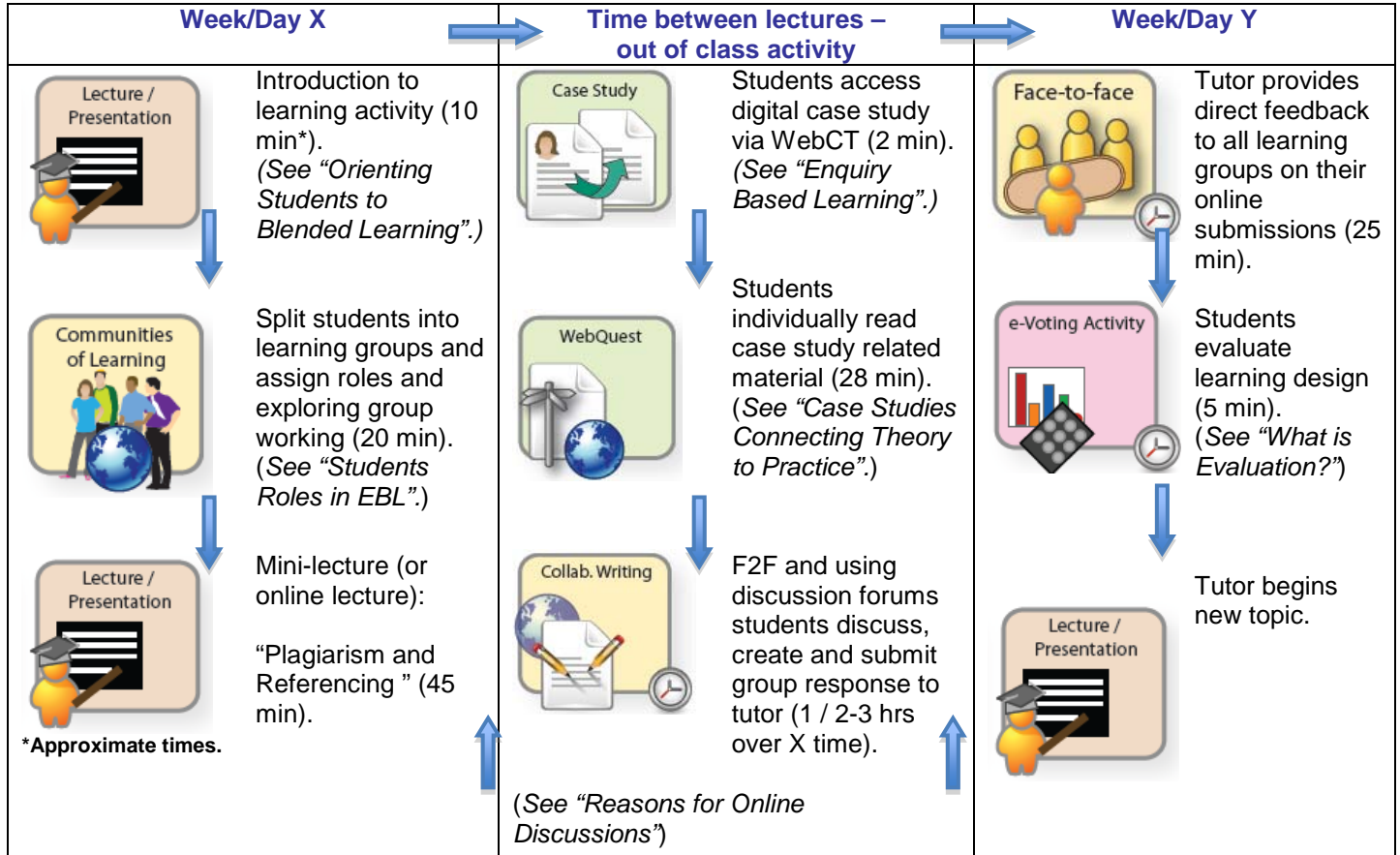Your location: Home Page ▸ Duke's Email Server: Task Memos ▸ Task One: 11 Jan - 8 Feb ▸ **T1 Timetable**

Task One
Timetable

Week Beg.	Face-To-Face Sessions	Group Work	Individual Work
11th Jan 10	- Introduction to Module and Task 1		
18th Jan	**Planning Meeting takes place** - Arrange all meetings times/places - **Workload & Action Plan** completed/posted Research	Task 1 (18 to 7th Feb 10)	Time Management / Note Taking Online Lecture (including *Pause for Thought A and B*)
25th Jan	Progress meeting takes place Research		Information Retrieval Online Lecture (including *Pause for Thought A and B*)
1st Feb	Progress meeting take place Pull together task **Submit by task 10am on 8th Feb**		Referencing Online Lecture (including *Pause for Thought A and B*)

Example timetable for a first year undergraduate EBL task.

Learning design example…

This design is based on students normally attending weekly 3-hour teaching blocks. This example offers a flexible blend of in and out of class enquiry-based learning activities they can undertake.

Week/Day X	Time between lectures – out of class activity	Week/Day Y
Lecture / Presentation	Case Study	Face-to-face
Introduction to learning activity (10 min*). *(See "Orienting Students to Blended Learning".)*	Students access digital case study via WebCT (2 min). *(See "Enquiry Based Learning".)*	Tutor provides direct feedback to all learning groups on their online submissions (25 min).
Communities of Learning	WebQuest	e-Voting Activity
Split students into learning groups and assign roles and exploring group working (20 min). (*See "Students Roles in EBL".*)	Students individually read case study related material (28 min). (*See "Case Studies Connecting Theory to Practice".*)	Students evaluate learning design (5 min). (*See "What is Evaluation?"*)
Lecture / Presentation	Collab. Writing	Lecture / Presentation
Mini-lecture (or online lecture): "Plagiarism and Referencing " (45 min).	F2F and using discussion forums students discuss, create and submit group response to tutor (1 / 2-3 hrs over X time).	Tutor begins new topic.
*Approximate times.	(*See "Reasons for Online Discussions"*)	

Independent Learning Support…

It is useful, in order to aid EBL group work to provide students with a number of steps to follow. The **EBL Process Wheel** (right) was adapted by Goldring and Wood from Jenny Blumhof http://www.manchester.ac.uk/ceebl/events/archive/graduateskills/jblumhof251006.pdf Similar process steps are available and are most often developed in order to support problem based learning (a sub-set of enquiry based learning) in the medical field. As you can see they are not in any way subject specific and can easily be adapted.

Reference:
Goldring, L and Wood J (2007) *A guide to the facilitation of Enquiry-Based Learning for graduate students*, CEEBL : Manchester, http://tinyurl.com/33l2pex [accessed 12 June 2010].