

Designing for Enquiry-based Blended Learning

Intro to Ethics Task



University of Birmingham

For further information about the Centre for Learning and Academic Development

http://www.hr.bham.ac.uk/development/courses/landt/CLAD_home_page.shtml

Use this resource with
“Ethics case study and
example learning design”
handout.

To find out more about enquiry-based learning:

www.ebl.bham.ac.uk

To discuss issues of
enquiry-based blended
learning log into:

www.diblcop.ning.com

A4 handouts exploring
enquiry-based and related
issues are provided to help
you explore the tasks in
more detail.

Introduction

As an educator you wish to combine online and face-to-face teaching methods to encourage active student learning through enquiry.

Background

You are responsible for a Level C Module – Introduction to Ethics – aimed at first year students. The **learning outcome** of the sequence you will work on today is to ensure that students:

will be able to articulate some of the ethical principles underpinning ‘consent’ and how they are represented in law.

Case study

You want to create a digital case study that will trigger student discussion. You also want to explore means of supporting this discussion with a mixture of in and out of class activities. You do not want this sequence of learning activities to last longer than 90 minutes in total. You want the discussions to be based on the following case study:

The scene is a hospital accident and emergency department. It is 2am and a patient is brought in by ambulance. The doctor attending is aware that the patient is a Jehovah’s Witness who is unconscious and unlikely to live unless they receive an immediate blood transfusion. There are no family members available and no way of contacting anyone to give consent.

Your tasks

To achieve the learning outcome you have decided to work with colleagues and undertake the following three tasks:

Part 1 Clarify what real-world/authentic type output you want your students to produce as part of their assessment (eg guidance policy document, information leaflet, presentation, email for future students, podcast etc).



Note any ideas you may use in your own practice.

Part 2

- Illustrate what knowledge and skills students may need **prior** to effectively engaging with the digital case study (eg preparatory reading, mini lectures, building on previous teaching).



Note any ideas you may use in your own practice.

Part 3

- Outline what activities students would need to undertake **after** they have accessed the digital case study to consolidate their learning.



Note any ideas you may use in your own practice.