

<b>Date</b>	dd/mm/yyyy	<b>Topic</b>	Can be unit, module, subject etc based.	<b>Duration</b>	What is the duration of the Blended Learning Design? (Minutes, hours, days, weeks?)
<b>Title</b>					
<b>Author(s)</b> Name and email address					
<b>Learning Objective(s)</b> One or two learning outcomes, perhaps derived from your curriculum or course objectives. Keep it simple, tight, focussed.					
<b>Focus</b> Are students expected to acquire knowledge, comprehension, develop and apply new skills, be able to synthesise and evaluate and/or perform a task etc?			<b>Keywords</b> Between four to fourteen words to describe the Blended Learning Design.		
<b>Abstract</b> In two or three sentences summarise this Blended Learning Design. This can allow colleagues to see if any elements can be reused.					
<b>Preparing for inquiry-based blended learning</b> <p>Inquiry-based learning works well where students, in small groups, actively engage in activities centred around a case study or problem-based question. This method of learning requires learner independence and involves learning through critical inquiry. Students are expected to gather information, synthesise ideas and communicate research. Using one postcard, outline how you will prepare your students for inquiry-based blended learning. Then in three sections ~ using one postcard per section outline how you will provide your students with:</p> <ol style="list-style-type: none"> <li>1. An outline of your Blended Learning Sequence.</li> <li>2. A rationale for the strategies employed.</li> <li>3. Orientation to online tools and support.</li> </ol> <p>Hint: You may want to address some of these issues in the latter stages of the design process.</p> <p>Resources: Section A.</p>			<b>Climate for learning</b> <p>To promote inquiry, learners need to be able to work in groups to explore new ideas whilst feeling comfortable and confident in exchanging information. Consider what are the student's prior experiences, situation and motivations for learning. Outline at least three activities that could encourage open communication and exploration between learners.</p> <p>Resources: Section A.</p>		
<b>Triggering Event</b> <p>What does the student need to learn? Written in spoken English (try saying it out loud). Plan the trigger in no more than five postcards. Provide a heading for each section. Identify how you will create a sense of puzzlement, a stimulus for inquiry. Will the trigger be based on a problem, question or case study? Underline any terms that need explanation and define them in the glossary section below. Keep it short and to the point, use informal language. Use real world examples if possible.</p> <p>Hint: Make sure you create something that will trigger some form of debate, be controversial if need be.</p> <p>Resources: Section B.</p>			<b>Images, sounds etc...</b> <p>Describe or draw images to reinforce your message. What illustrations, photos, sounds, charts or diagrams would support it? Avoid using copyright and trademarked materials. Try to create your own.</p>		
<b>Blended Learning Sequence</b> <p>Linked to the Trigger and learning objective(s). What could the learner do to engage with the content in order to better understand it? Plan a time-based story board (keep it simple) and in no more than five postcards outline:</p> <ol style="list-style-type: none"> <li>1. What the student must know before engaging with the Triggering Event, and how will they access this material?</li> <li>2. How will the post Trigger Event activities encourage critical inquiry?</li> <li>3. How will the critical inquiry activities be facilitated and managed?</li> <li>4. What activities will prompt the learners to extend their thinking?</li> <li>5. What activities will enable the learners to apply their learning?</li> </ol>			<b>Tutor facilitation/management</b> <p>At what stages in the Blended Learning Sequence (opposite) will you introduce students to new ideas, concepts, build knowledge, share personal meaning, confirm understanding etc... What techniques can a tutor apply to ensure they do not become overwhelmed by this process?</p> <p>Hint: You do not have to do all the work!</p> <p>Resources: Section C.</p>		
<b>Assessment</b> <p>Using one postcard describe the assessment activity related to this Blended Learning Sequence. Outline how the learner will be able to apply their learning/new ideas and gauge that they have achieved the learning outcome(s)? How will you assess the learning undertaken and provide feedback on performance?</p> <p>Resources: Section D.</p>			<b>Links</b> <p>List URLs, PDFs, documents and other resources that will help the learners learn more about the knowledge and skills provided by the Blended Learning Sequence. Provide a short description of each resource.</p>		
<b>Evaluation Strategy</b> Has the Blended Learning Design been successful? How can it be tested? (e.g. interviews, questionnaires, comparisons etc...) How will you implement future design changes?					
<b>Glossary</b> Define all underlined terms from the Triggering Event section above.					