Royal Veterinary College
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Blended Learning Design Framework

GREEN CARDS

The learning activities in *Green* are associated with the acquisition of knowledge and the development of lower order cognitive skills (Bloom 1956; Kratwohl et al 1964; Toro-Troconis, 2016; Toro-Troconis, 2016). This means factual and procedural knowledge. For example: learning through listening, reading and watching.

The cards provide examples of learning activities that can be customised to suit the learning objectives.

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For acquiring

Podcast or Video

- In this activity you ask your learners to listen to a lecture in video or Podcast format.
- A quiz can follow after this activity as formative assessment, providing *intrinsic feedback*.

70% 20% 10%

HEA: A1-A4; K1-K4 AME: 1,2,3 QAA: 1

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Activity

In this learning activity, the lecturer asks the students to listen to the Podcast titled: *'Veterinary Ethics and Animal Welfare in Clinical Practice - Part 1'* from the RVC Podcast library: https://bit.ly/2L0RWPb and then complete a Quiz available on the VLE.

Learning types

This activity would drive the 10% (acquisition).

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70% 20% 10%

For acquiring

Interactive activity

- In this activity the students engage with a self-directed, interactive learning activity receiving *intrinsic feedback*.
- This learning activity is encouraged in the development of procedural knowledge: activities that involve recognising steps and associations between those steps.

HEA: A1-A4; K1-K4 AME: 1,2,3 QAA: ---

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Activity – Casting a Cow

In this interactive learning activity, the students review the steps required to execute the casting of a cow. The activity presents different Drag & Drop exercises allowing the students to practice, providing *intrinsic feedback*.

Learning types
This activity would drive the 10% (acquisition).

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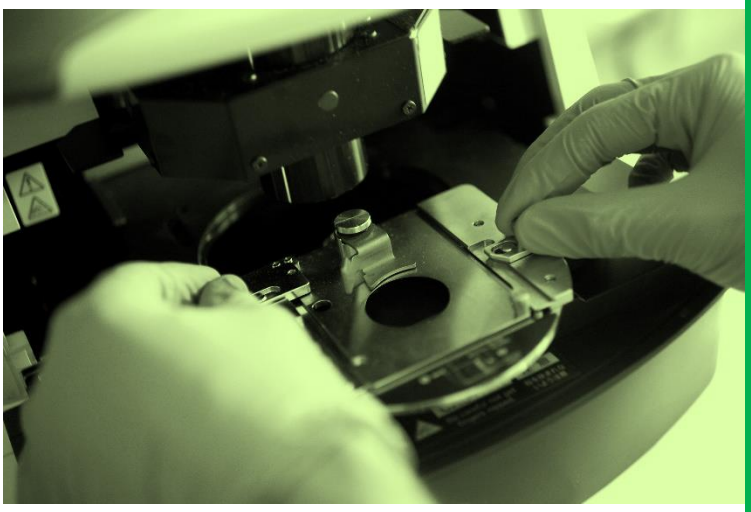
For acquiring

Animation

- In this activity, an animation is presented to the learner showing a step by step process highlighting key components.



70% 20% 10%

HEA: A1-A4; K1-K4 AME: 1,2,3 QAA: 2

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Activity – Using a Microscope

In this animation, the students go through the steps required to operate a Microscope.

There is no *intrinsic feedback* embedded within this type of learning activity. A formative quiz can be used to complement this self-directed activity, reinforcing the steps and its associations

Learning types
This activity would drive the 10% (acquisition).