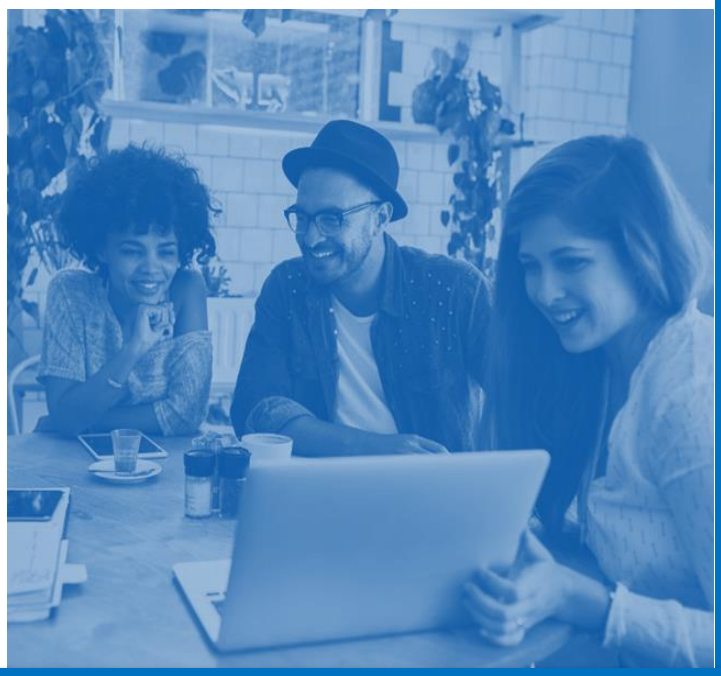
CoDesignS Learning Design Framework

BLUE CARDS



The learning activities in *Blue are associated with the development of higher order cognitive skills* (Bloom 1956; Kratwohl et al 1964; Toro-Troconis, 2016) aiming to design and implement learning activities that encourage dialogue, collaboration, discussion and reflection.

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

Discuss the learning activities suggested and explore other options along the lines of the activities provided in the *these* cards, keeping in mind the learners' needs and learning context highlighted in Phase I.

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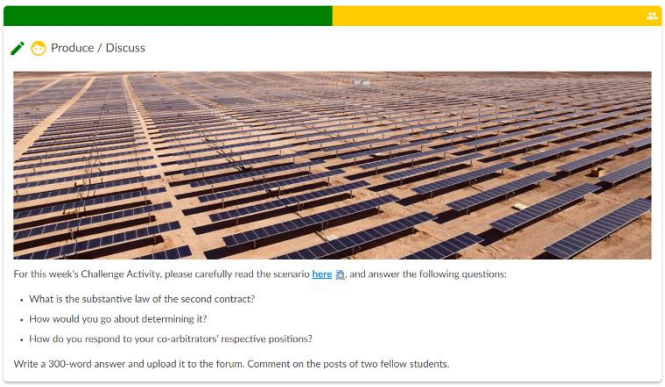
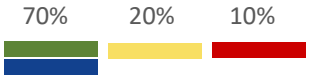
For practicing, producing and discussing

Reading & Discussion

- In this activity you ask your learners to read a piece of literature, news report or any other written material.
- After the reading activity, ask the learners to discuss in the forum specific questions related to the topic.
- You can then ask learners to comment on their peers' posts.





ADVANCE HE: A1-A4; K1-K4

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Activity – Queen Mary University of London - LLM, PGDip and PGCert in International Dispute Resolution — Arbitration

In this Activity, the module lead asks the students to read the scenario given and then answer the following questions:

- *What is the substantive law of the second contract?*
- *How would you go about determining it?*
- *How do you respond to your co-arbitrators' respective positions?*

Write a 300-word answer and upload it to the forum. Comment on the posts of two fellow students.

Learning types
This activity would drive the 70% (enquiry, practice and production) and 10% (acquisition).

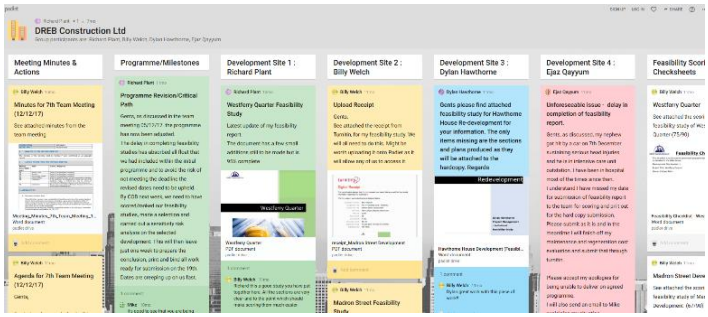
University of East London

padlet

For enquiring, producing, practicing and discussing

Digital Artefact & Discussion

- In this activity you ask your learners to produce a digital artefact, based on a topic you would like your learners to talk or research about. A digital artefact can be: an image, a video, a sound file, etc.
- The learners upload the digital artefact on the Forum with a description related to the task.
- You can then ask learners to comment on their peers' images.



ADVANCE HE: A1-A4; K1-K4

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Activity

Mike Hurst (Senior Lecturer at the University of East London in Civil Engineering) asks his students to work in groups to simulate a construction process.

This groupwork task is an example of an authentic task, that uses a technology such as **Padlet** as a tool.

Mike says:

"It not only allows other group members contributions to be seen but also, and more importantly, allows them to comment and come to a group consensus on actions that they need to collectively take."

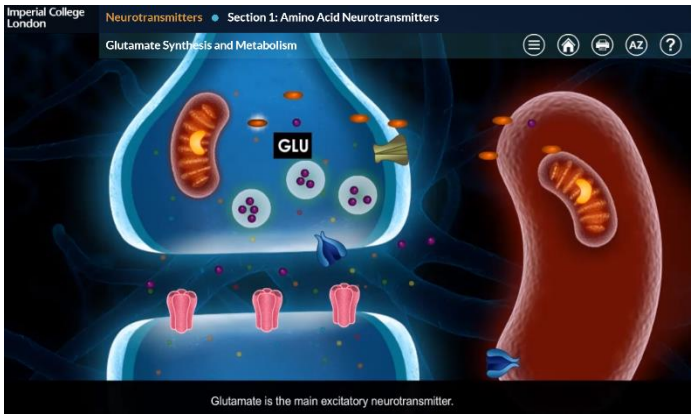
Learning types

This activity would mainly drive the 70% (enquiry, practice and production) and 20% (discussion).

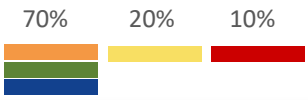
Imperial College London

For acquiring, enquiring, practicing, producing and discussing

Self-directed interactive lecture & Discussion



- In this activity you ask your learners to engage with a self-directed interactive lecture before a tutorial.
- After the learners engage with the self-directed lecture, they discuss and put into practice the concepts learned in groups in a face to face tutorial.



ADVANCE HE: A1-A4; K1-K4

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Activity – BSc Module – Neuropharmacology – Imperial College London

In this activity, an existing BSc-level module delivered by Dr Sohag Saleh on neuropharmacology was redesigned using the Blended Learning Design Tool (BLENDT). Two online courses were developed, one on Neurotransmitters and the other on Neurodegenerative Conditions. These were supported with face-to-face tutorials. Undergraduate students' engagement with blended learning was explored by the means of three focus groups, the data from which were analysed thematically.

Reference

Morton, C., Saleh, S., Smith, S., Hemani, A., Ameen, A., Bennie, T., Toro-Troconis (2016), 'Blended learning: how can we optimise undergraduate student engagement?'. *BMC Medical Education Journal*.; 16:195. https://bit.ly/2RJ7KpB

Learning types

This activity would drive the 70% (enquiry, practice and production), 20% (discussion) and 10% enquiry.

SOLENT UNIVERSITY SOUTHAMPTON

For enquiring, producing and discussing

Collaborative Glossary

- In this activity students work together to build a digital glossary of technical language related to the topic of study.
- This activity uses the Moodle glossary tool, but could also be achieved with other collaborative digital tools.

70% 20% 10%

ADVANCE HE: A1-A4; K1-K4

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Activity

In this learning activity, the lecturer sets up a glossary with a letter range, e.g. A-D. Students are tasked with finding relevant industry vocabulary within the letter range and posting definitions in the glossary. Each student must check the glossary to ensure they research and define new terms. The activity is repeated until a complete A-Z has been built.

The lecturer can check each entry before it appears, allowing opportunity for formative feedback on the relevance and accuracy of entries.

Students refer to the glossary throughout the module and further study, broadening their industry vocabulary.

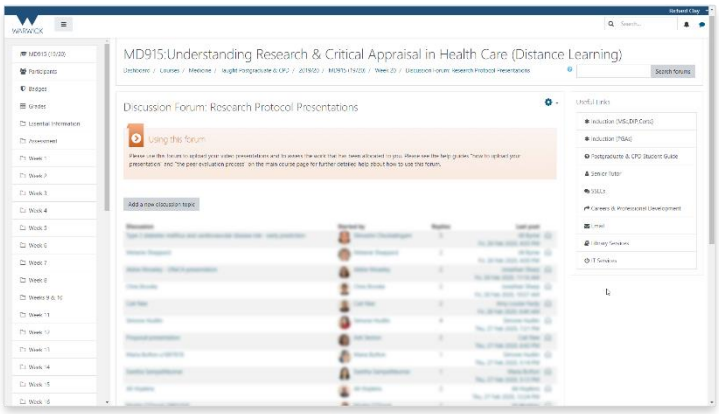
A Solent Lecturer discusses the benefits of this activity in a YouTube video: https://youtu.be/yGBStIfBYIc

Learning types

This activity would drive the 70% (enquiry and production), 20% discussion and 10% (acquisition).

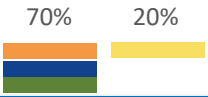
For enquiring, producing, practicing and discussing

Video Presentation & Peer Assessment



- In this activity you ask learners to produce a video presentation, based on a research topic or a subject of their choice.
- The learners are allocated into groups and upload their video presentation to a forum.

  Within the groups you can ask learners to rate their peers' video presentations and to provide constructive feedback.



ADVANCE HE: A1-A4; K1-K4

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Activity

Students are given instructions on how to use screen recording software and produce and upload a video presentation to a Moodle forum, based on a research topic.

Using Moodle's forum rating and grade scales, learners give peers in their group an overall mark for their presentation and provide additional feedback on the quality of their work. Further discussion can also take place via the forum.

The feedback received from peers can help learners identify ideas and strategies for improvement and the process of evaluating peers' work can enhance the evaluators' own learning and self-confidence.

Learning types

This activity would mainly drive the 70% (enquiry, practice and production) and 20% (discussion).