Blended Learning Design Framework

The Blended Learning Design Framework at RVC is a pedagogic method for designing and developing online and blended learning activities through design, and prototyping ideas with academics, course developers and learning designers in an experiential way.

The pedagogic composition of this framework is based on the Course Design Sprint Framework (CoDesignS) developed at the University of Liverpool and the Blended Learning Design Framework (BLEnDT©) developed at Imperial College London (Toro-Troconis, 2016).

https://codesignssite.wordpress.com/

Initiate the conversation focusing on the aims and scope of your learning episode (i.e. a week of learning) and build a conversation around the indicators mentioned on each phase.

Each of the 8 cards offer one **theme**. The themes have been designed to initiate discussions on key areas of the Learning Design process.

Using the cards

Phase 1

Scope

This phase addresses user needs, technology capacity and identification of what you would like your learners to be able to do (learning outcomes).

Write down the scope of your learning intervention and discuss with other colleagues any technical and/or capability issues you may need to take into consideration.

Discuss the following questions:

- What are you planning to teach?
- Who are your learners?
- What are the digital capabilities of your learners?

Phase 2

Aims & Objectives

- Identify what you would like your learners to be able to do by selecting the verbs listed on the back of this card.
- The verbs presented in the *Blue* box are associated with the development of higher order cognitive skills (Bloom, 1956; Kratwohl et al, 1964). This means implementing collaborative activities that drive conversation, and reflection. Examples of collaborative activities are explained in the set of *Blue* cards.
- The verbs presented in the *Green* area are associated with the development of lower order cognitive skills (Bloom, 1956; Kratwohl et al, 1964). This means factual and procedural knowledge. For example: learning through listening, reading and watching. Examples of these activities can be found in the set of *Green* cards.

Image by John Flinchbaugh CC BY-NC 4.0

1.

2.

3.

4.

5.

6.

Select the verbs that best describe what you would like your learners to be able to do by the end of your learning episode. Write down your learning outcomes on this card.

Explain - Discuss - Interpret - Critically appraise - Demonstrate critical awareness of - Classify - Summarise - Compare - Reorganise - Generate – Plan – Apply - Perform/Execute

Recognise – Identify - Retrieve - Recall List - Define - Differentiate - Organise

Phase 3

Activity Descriptors

This phase introduces the different technical descriptors used in the *Green* and *Blue* cards targeting the following questions:

- Would the learning activity be available fully online or blended (online/face to face)?
- Would the learning activity work for individual or group work or both?
- Can the learning activity be delivered via a Virtual Learning Environment (VLE) or Learning Management System (LMS), such as Blackboard or Moodle?
- Does the learning activity require access to an external tool or platform, such as YouTube?

Activity Descriptors

Online activity

Face to Face activity

Individual work

Group work

VLE/LMS

External tool

Phase 4

CBVE Framework

This phase introduces the Competency-Based Veterinary Education (CBVE) framework.

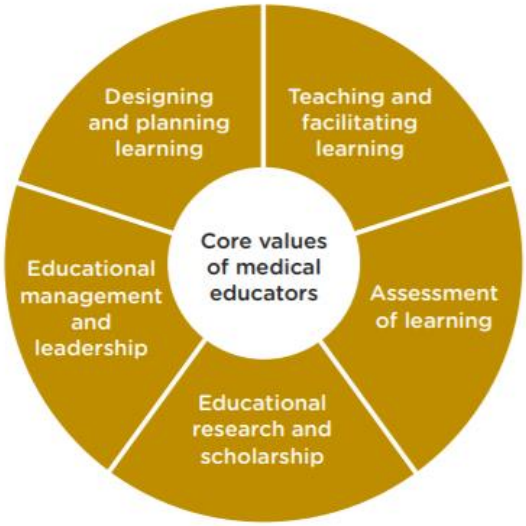
> *"CBVE is an approach modeled after competency-based medical education and is designed to prepare graduates for professional careers by confirming their ability to meet the needs of animals and the expectations of society."* (AAVMC, 2018).

The CBVE framework focuses on nine domains of competence. The domains are described at the back of the card.

Domains of Competence

1. Clinical Reasoning and Decision-making
2. Individual Animal Care and Management
3. Animal Population Care and Management
4. Public Health
5. Communication
6. Collaboration
7. Professionalism and Professional Identity
8. Financial and Practice Management
9. Scholarship

Phase 5



Source: Academy of Medical Educator, 2014

Professional Standards for medical, dental and veterinary educators

Phase 5 introduces The Academy of Medical Educators' Professional Standards which are organised into five core values and practice domains.

"Core values are at the heart of the standards framework. They represent a clear expression of the beliefs, values and professional conduct expected of all Members and Fellows of the Academy of Medical Educators.
Members and Fellows of the Academy are interprofessional researchers, managers, leaders and teachers, both clinical and non-clinical, whose primary professional focus is on the education of doctors, dentists and veterinary students, both in training and post-qualification". (AME, 2014)

Academy of Medical Educators (AME) Domains

Domain 1	Design and planning of learning	(AME-1)	This domain outlines the expected standards for medical educators involved in educational design and learning development processes.
Domain 2	Teaching and facilitating learning	(AME-2)	This domain outlines the expected standards for medical educators in relation to teaching and facilitating learning.
Domain 3	Assessment of learning	(AME-3)	This domain outlines the expected standards for medical educators in making and reporting judgments that capture, guide and make decisions about the learning achievement of learners.
Domain 4	Educational research and scholarship	(AME-4)	This domain is underpinned by the commitment to educational scholarship outlined in the core values.
Domain 5	Educational management and leadership	(AME-5)	This domain outlines the expected standards for medical educators in relation to the management, leadership and governance of medical education.

Phase 6

Subject Benchmark Statement Biomedical Sciences

Phase 6 introduces the Graduate and key transferable skills as described by the QAA – Subject Benchmark Statement – Biomedical Sciences (2015).

> *"The subject content of individual programmes of study in the biomedical sciences will include the opportunity to develop a range of more generic graduate and transferable skills, along with core biomedical knowledge. Whatever the subject, students should expect to be confronted by some of the scientific, moral and ethical questions raised by their subject of study, to consider viewpoints other than their own, and to engage in critical assessment and intellectual argument."* (QAA, 2015)

Source: The Quality Assurance Agency
https://bit.ly/2Lc9RCk

QAA - Graduate and key transferable skills – Biomedical Sciences

Domain 1	Intellectual Skills	(QAA-1)	Recognise and apply subject-specific theories, paradigms, concepts or principles as well as the moral and ethical issues of investigations, among others.
Domain 2	Practical and Professional Skills	(QAA -2)	Demonstrate competence in the basic experimental skills appropriate to the subject(s) studied and demonstrate an awareness and knowledge of quality assurance and quality control principles, among others.
Domain 3	Analytical, data interpretation and problem solving	(QAA -3)	Receive and respond to a variety of sources of information. Carry out sample selection. Record and analyse data in the laboratory or elsewhere. Prepare, process, interpret and present data, using appropriate qualitative and quantitative techniques, among others.
Domain 4	Communication, presentation and information technology skills	(QAA -4)	Communicate about their subject appropriately to a variety of audiences using a range of formats and approaches and appropriate scientific language. Cite and reference work in an appropriate manner. Use a range of media critically as a means of communication and a source of information.
Domain 5	Interpersonal and team work skills	(QAA -5)	Identify individual and collective goals and responsibilities and perform in a manner appropriate to these roles, in particular those being developed through practical, laboratory and/or field studies, among others.
Domain 6	Self-management and professional development skills	(QAA -6)	Develop the skills necessary for self-managed and lifelong learning (for example working independently, time management, organisational, enterprise and knowledge transfer skills), among others.

Phase 7

Learning Descriptors

This phase introduces the different descriptors used in the *Green* and *Blue* set of cards to address:

Kind of learning:

- Enquiry
- Acquisition
- Discussion
- Practice and
- Production (Laurillard, 2012)
-

The dimensions of the Higher Education Academy (HEA) – UK Professional Standard Framework:

- Areas of Activity (A1-A5)
- Core Knowledge (K1-K6) and
- Professional Values (V1-V4)

HEA (2011) UK Professional Standards Framework.
HEA (2016) UKPSF: Dimensions of the Framework.

Learning Descriptors

Laurillard (2012)

Enquiry: learners use existing learning resources for their own intellectual enquiry.

Acquisition: learning through listening, reading and watching.

Discussion: learning through discussion and collaboration: with or without the tutor present, small groups or large groups, structured or unstructured.

Practice: learners apply their understanding of the concepts to achieving a task goal.

Production: learners apply their understanding of the concepts producing a tangible asset, i.e. a digital artifact.

Higher Education Academy - The UK Professional Standard Framework

The dimensions of the framework cover the following areas:

Areas of activity (A1, A2, A3, A4 & A5)

Core Knowledge (K1, K2, K3, K4, K5 & K6)

Professional Values (V1, V2, V3 & V4)

To find out more about the dimensions of the Professional Standard Framework visit:
http://bit.ly/1M1tkgU

Phase 8

Create, Mix & Match

- Now that you have identified the verbs from the *Blue* and *Green* sections you can start discussing how you may deliver your learning activities using the examples presented in the *Blue* and *Green cards.*
- Different icons are presented on each card to help you identify the different descriptors discussed in Phase 3, 4, 5 and 6.
- Use the examples presented in the *Blue* and *Green* cards as guidance for the selection of your learning activities. Complete the table presented at the back of this card.

Learning activities	Learning Type	CBVE Domain	AME Domain	QAA Domain	Time (min)

Image by Marcia O'Connor CC BY-NC 4.0

Phase 9

Analysis of the Learning

- It is important to review the different activities you selected for the delivery of your learning episode.
- Review the time you assigned to each of the Learning Descriptors mentioned in Phase 6 (*enquiry, acquisition, discussion, practice and production*), in order to identify whether the learning activities offer a balanced learning approach.

Review the time allocated in Phase 8 and add up all the time you estimated to spend on the different types of learning (*acquisition, enquiry, discussion, practice and production*). Calculate the time assigned to the different components of the **70:20:10 framework** (Jennings, 2013), and review how the 70:20:10 is allocated within your week or learning episode.

Type of Learning	Time	%
Acquisition		
Enquiry		
Discussion		
Practice		
Production		
TOTAL		

Ideally a learning activity should combine all of the Learning Descriptors mentioned in Phase 6. The majority of learning comes through:

Learning through experience (**Enquiry, Practice & Production**)	**70%**
Learning through others (**Discussion & Collaboration**)	**20%**
Learning through didactic methods (**Acquisition**)	**10%**

(Jennings, 2013; Larillard, 2012).

Image by Tibor Micklos CC BY-NC 4.0