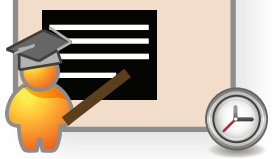
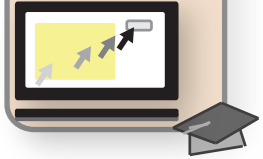
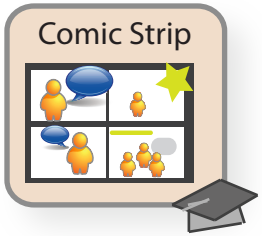
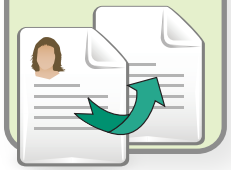
Instructional Content	Lecture / Presentation 	Text-based material	Screen Capture Demonstration 
Web-based material	Audio Podcast	Photo Video Story	Comic Strip 
Interactive Experimental	Construction / Practical	Inquiry / Research Exercise	Case Study 
Experiement	Problem-based Exercise	Simulation & Games	WebQuest

Instructional Content

General characteristics
- Teacher-centred / didactic
- If used alone can create a passive learning experience
- Acts as a trigger for independed learning or EBL when combined with learner-centred activities

Specific characteristics
- Synchronous activity requiring a specifed time and location
- Can be adaptive, re-active and interactive
- Facilitates information exchange
- Can stimulate knowledge construction
- A vehicle for collecting and providing group feedback

Specific characteristics
- Text or print materials

Examples
- Books
- Journals
- Printed articles / papers

Specific characteristics
Screen capture demonstration, which can include audio narration and/or visual annotations or captions.

Example
- Demonstrating specific tasks with software, an online application or website.

Specific characteristics
- Visual / Text
- Can be interactive / exploratory
- Supports independant learning

Specific characteristics
- Audio - a linear medium
- Good for narrative, descriptive or informational content
- Can support learners in buidling an understanding of the teachers identity

Specific characteristics
A narrated video and/or slideshow of pictures with annotation or captions.

- Audio / Visual - multisensory

Specific characteristics
- Visual / Text
- Informal 'fun' appearance

Use cases
- Contextualising problems
- Case studies
- Senario setting
- Story telling

Interactive / Experimental

General characteristics
- Learner-centred
- Enquiry-based learning
- Supports independed learning
- Process-orientated
- Intrinsic feedback

Specific characteristics
Students engage with a complex physical or practical problem to build or construct experimental equipment or product. Students analyse the problem and present evidence in appropriate ways to support their outcome.

Specific characteristics
Students direct the line of enquiry and the methods employed but they draw on existing knowledge to identify their required learning needs .

Specific characteristics
Students engage with a case study and apply existing theory, models, knowledge and experience to resolve or deconstruct the study. It will stimulate curiosity in the students, encouraging them to actively explore and seek new evidence or knowledge.

Use cases
- Chemistry experiement
- Physics experiement
- Biological experiement
- Psychological experiement
- Philosophical / thought experiement

Specific characteristics
Engagement with a complex problem or scenario

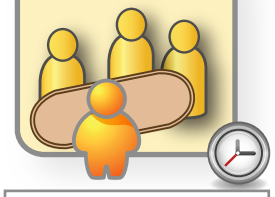
Possibly drawing on existing knowledge and to identify their required learning needs

Specific characteristics
A simulation or serious gaming activity which emulates a real-world set of variable or experiences.

Examples
- SIM Theme Parks for business modelling
- A simulated nuclear reactor

Specific characteristics
Leanrer explore a series of online resources as part of a inquiry-based structured exercise.

It can stimulate curiosity in the students, encouraging them to actively explore and seek new evidence.

Communicative Collaborative	Face-to-face 	Online Chat IM	Video Conference
Discussion Forum	Communities of Learning	Wiki	Collab. Writing
Productive	Ind. Assignment	Blog / Web Log	Audio Podcast
e-Portfolio	Student Presentation	Comic Strip	Group Assignment

Communicative / Collaborative

General characteristics
- A mode and medium of communication
- Learner-centred
- Can facilitate EBL activities
- Intrinsic feedback by peers
- Requires defined activities to work

Use cases
- Lectures / presentations
- Seminars
- Socialisation
- Review and exam preparation
- Quizzes / Q&A
- Role play
- Progress review tutorials
- Learning support

Use cases
- Socialisation
- Review and exam preparation
- Quizzes / Q&A
- Role play
- Guest speakers
- Virtual office hours
- Progress review tutorials
- Supporting language skills
- Learning support

Use cases
- Socialisation
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Use cases
- Socialisation
- Information exchange
- Knowledge construction

Activity examples
- Describe / explain
- Compare and contrast
- Interpret
- Share experience
- Express opinion

Use cases
- Networking
- Information exchange
- Knowledge construction
- Collaborative research

Use cases
- Information exchange
- Knowledge construction
- Collaborative research
- Community support

Examples
- Event follow-up support
- Peer Review
- Project work
- FAQ creation
- Bibliography / reading list

Use cases
- Information exchange
- Knowledge construction
- Collaborative research
- Project work

Productive

General characteristics
- Learner-centred
- Supports independed learning
- Product-orientated (even if the product is a description of a process)
- Extrinsic feedback required

Use cases
- Narrative / Reflective
- Descriptive / Informative/
- Comparison / Constrast
- Evaluation / Review
- Persuasive or Philosophical

Examples
- Essay
- Assignment
- Dissertation
- Lab / Project report

Use cases
- Academic blogs for reflection
- Learning journals
- Research journal
- Field notes and journals of professional practice
- Personal opinion publishing
- Publishing writings
- Group blogs

Use cases
- Personal , narrative experiential or reflective account
- Opinion, persuasive or philosophical piece
- Précis or summary of a topic

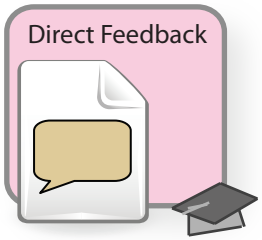
Use cases
- Personal development planning (PDP)
- Capturing and storing evidence from practice
- Reflection
- Giving and receiving feedback
- Collaboration
- Presenting to an audience e.g. Employers, Mentor

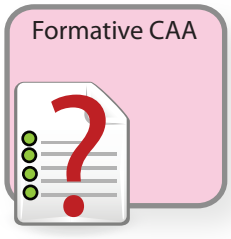
Use cases
- Peer assessment & feedback
- Building share understanding
- Developing presentation skills

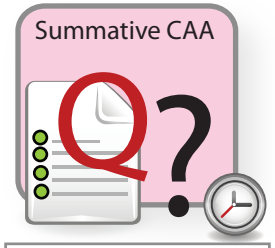
Use cases
- Case studies
- Senario setting
- Story telling

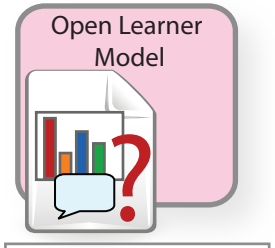
Use cases
- Assignment
- Lab report
- Project report
- Research project
- Develop a website

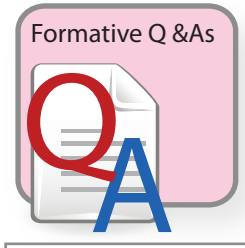
Assessment Feedback

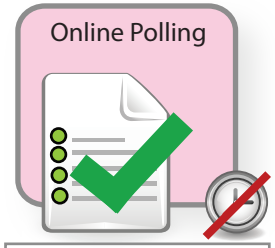








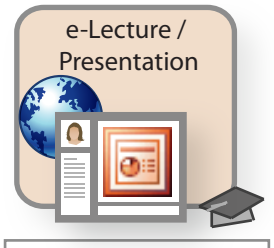


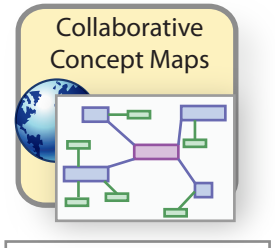


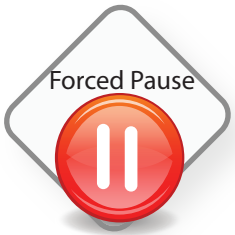
DiBL

Designing for Inquiry-based Blended Learning

LD Icons by Peter Rainger







Assessment & Feedback

General characteristics

- Evaluates an individual's performance or competence in relation to others and/or to a set of standards or goals
- Provides intrinsic feedback through CAA or by teacher
- "Direct feedback" can be combined with any activity to create an assessment.

Nearly any activity can be assessed if an appropriate assessment rubric can be developed.

Direct feedback can be provided to learners on individual or the class performance

Provides immediate score / making of answers

Question types

- Multiple choice questions
- Extended MCQs
- Multiple answer
- Fillin the blanks
- Label and identify
- Sequence and organise
- Matching pairs
- True or False

Use cases

- Stimulating discussion
- Engaging learners with the content
- Collecting and providing feedback

Question types

- Multiple choice questions
- Extended MCQs
- Multiple answer
- Fillin the blanks
- Label and identify
- Sequence and organise
- Matching pairs
- True or False
- Open text questions

Specific characteristics

Presents a bank of questions to measure competence in relation to a subject taxonomy then openly models student performance in relation to their expected 'level' and that of their peers individually or an class average.

Provides correct answer and contextualised feedback

Question types

- Multiple choice questions
- Extended MCQs
- Multiple answer
- Fillin the blanks
- Label and identify
- Sequence and organise
- Matching pairs
- True or False

Online polling or voting

Use cases

- Collecting student feedback
- Peer assessment

Key to colours

- Instructional Content
- Communicative / Collaborative
- Interactive / Experiemental
- Productive
- Assessment & Feedback
- Decision / Operator

Specific characteristics

- Multisensory
- Support independent learning
- Supports distance learners

Use cases

- Recording guest lectures
- Additional lectures to support difficult topics
- Supporting student with disabilities

Use cases

- Information exchange
- Knowledge construction
- Collaborative research
- Project work

Use cases

- Socialisation
- Review and exam preparation
- Quizzes / Q&A
- Learning support

Release of activities / content by a specific time and date

Use cases

- Timed scenario building
- Time-assessment
- Managing information release

Release of activities / content based on criteria

Use cases

- Differentiation by:
  - performance / competence
  - learnings style
- Personalisation
- Group-based activity
- Project work

A pause in all activities (or release of further) until released by teacher

Use cases

- Forcing a close of activities at the end of a cycle of selective activities

Brining differentiated groups or learning pathways back together before releasing next activity.

Use cases

- Bring groups back to take part in a whole class exercise

Communication Group Role	Note Taker	Student Facilitators	Post-graduate Students
Peer Review	Reflective Analyst	Facilitator	Mentor
Chair	Researcher	Time-keeper	Visiting Experts
Critical friend	Summariser	Lurker	Dominator

Communication Role	Note taker	Student faciliators	Post-grad facilitators
Peer Review	Reflective analyst	Facilitator	Mentor
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Designing for Inquiry-based Blended Learning

DIBL Learning Design Sequence Planner