Blended Learning Essentials: Embedding Practice

Moodle Hub Learning design on 'Collaborating to draft a good assignment

This design is implemented in the Moodle Hub.

It was designed for students on a teaching course, so the specific example refers to the work they had to collaborate on. Wherever the wording needs to be changed for a different type of topic, or where specific dates are mentioned the specifics are in bold, and the square brackets suggest alternative examples of what the students could be working on.

The overall intended learning outcome is: to improve students' understanding of how to **develop a project plan** [do X], where the specific example is in bold, and the generic for is in the square brackets. The rest of the text defines the pedagogic design for a blended learning activity.

If you import (or copy and paste) the design into your own VLE then you can insert your own topic information, and also, of course, adapt the rest of the text to suit your own learning context. The point of the exemplar is to offer a 'starter kit' in the form of a design that has worked in its original context.

Collaborating to draft a good assignment

The aim of this activity is to work together in your group to produce a good **project plan** [design, observation, summary...].

You will work in groups to produce the draft, then critique each other's and then produce your own for the graded assignment.

We'll use the topic for this week, namely developing a project plan [designing a safety sign, observing a child's behaviour, summarising a video demo...].

Drafting [1 hour]

Begin by working on your own, using your notes from the class, your Group's **project aim** and the **worksheet** [report, video, paper, data table...]. Take note of the criteria for a good plan to draft a **1-page outline of your project plan** [design, observation, presentation...].

By the end of **Wednesday evening** [date] post your proposal to your Group Forum - you will automatically be posting to the Group to which you have been assigned.

Assessing [1 hour]

Use these criteria to assess and comment on what your group members have written [the main criteria for evaluating the assignment]:

- **Will it capture the client's requirements?**
- **Is the schedule clear?**
- **Is there clear assignment of tasks to team members?**
- **Do the activities fit the aim?**
- **Is there a way to measure the project's success?**

Collaborating [1 hour]

Work together to combine your ideas into an agreed **2-page project plan** [design, observation, presentation].

Decide within your Group who is to be responsible for posting the Group's agreed proposal.

By the end of **Friday evening** [date], post your Group's proposal to the Class Forum.

Read the other Groups' proposals, and use the forum to comment on how well they meet the assessment criteria.

Reviewing [1 hour]

EITHER

In class: Join the tutor-led discussion of the different proposals, and listen to the tutor's comments on each one.

OR

Online: Read the tutor's comments on each Group proposal, which will be available on Monday afternoon [date].

Make notes on what you have learned from the process, so that you can refer back to them when you do your own assignment.

Set up the Groupings

The text above is a draft for a 'Label' in Moodle, but for the VLE to support students in the process you have to set up a Grouping (a way of dividing your students into groups), the Group Forum in which they will work together, and the Class Forum where they will post their agreed proposals for discussion in class, or online.

You can also set restrictions on when each activity is to be completed when you edit the settings for each one.