



## COMBLE – Blended Learning Expert Trainer Course

### Mini-project description

The Mini-project consists of developing a design concept in the learning teams. The project will focus on learning, not only on the task being tackled but also on what is being learned through the process.

In order to achieve this learning objective Marianne and Heilyn (Thomas and Jacob for the Danish on-campus students) will support the learning teams' work as facilitators throughout the process. Each learning team will be assigned a team area in Moodle for discussion and comments. These areas are also spaces where you can reflect on your learning process, where your peers should be considered resources to find answers and to identify, clarify, define and analyze the problem.

#### Project

Develop a design concept for a blended learning course/learning unit based on PBL/AL in your own practice. The design concept should address one or more problems targeted at *changing existing practice*.

#### Recommendations for the project:

**It is pertinent that the Learning Teams agree on a common project in which all team members can identify and find motivation.**

1. Work with real problems (organizational / individual issues) in which you are or could be part of the situation
2. Select a work based project in which you are or could be involved and where you are able to take actions
3. Try to reflect upon and answer the follow questions during the process: What am I (or the organization) really trying to do? What is stopping me (or the organization) from doing it? What can I (or the organization) contrive to do about it?

The design project should be described in a **written report** (max. 15 pages) and must include:

- Front page incl. project title, learning team members, date
- Course/learning unit title, subject matter and duration
- A problem formulation (incl. background why and to whom is this project relevant)
- Reflections on didactic-pedagogical foundation (BL, PBL, AL or variations hereof – why is this relevant?)
- Reflections on target group (incl. local cultural considerations)



- Reflections on teaching and learning activities, incl. roles of all participants
- Reflections on information and communication technology (ICT)
- Reflections on assessment and evaluation
- Reflections on an implementation plan
- Appendix with literature references etc.

Front page and appendix are NOT included in the 15 pages! We highly recommend that you make use of graphic visualization to illustrate your ideas.

***The design project should be uploaded in Moodle no later than Friday, September 25<sup>th</sup> at 12.00 pm CET.***

When you upload your project please include 2-3 questions that you wish to discuss with the rest of us. These questions could address specific challenges you see in relation to implementing the design project, questions regarding the use and affordances of your suggested ICT, questions regarding activities or whatever you have come across as interesting challenges during your work with the design.

#### **Activities after handing in the projects (week 5)**

When we are acting, normally we do not have time to reflect about what we have achieved, so as a part of the Mini-project we will expand the reflection component by taking into account a critical review of the all the projects. All participants should read the projects from the other learning teams, try to engage in discussions of the proposed questions and comment on all the projects in general. Tuesday, September 29<sup>th</sup> Marianne and Heilyn will comment on all the projects both in Moodle and as part of the synchronous SL lecture. *Danish on-campus students are welcome to participate, but Thomas and Jacob will provide a special feedback for you.*

#### **Assessment criteria**

When assessing the projects Marianne and Heilyn will be looking at the following criteria:

1. Does the project have a clear, relevant problem formulation?
2. Does the project identify characteristics and attributes of BL, PBL, and AI and address relevant challenges in the concept design?
3. Does the project include relevant reflections with regards to target group, teaching and learning activities, participant roles, use of ICT and considerations regarding assessment and evaluation?
4. Does the project include a realistic implementation plan?
5. Does the project reflect the academic level with regards to argumentation, written language in general and use of relevant references?



### **Recommendations for your collaborations:**

- Work with your team to check individual perceptions, clarify and discuss the issue at hand, explore alternatives and define concrete actions.
- Create a non-judgmental atmosphere and be open to listening to alternative suggestions.
- Learn from experience and share that experience with your learning team members throughout the process.
- Continuously ask questions that facilitate dialogue and reflection.

If you need to coordinate meetings in your Learning Team we recommend the use of [Doodle](#) – a nice little tool to facilitate scheduling in an easy way.