

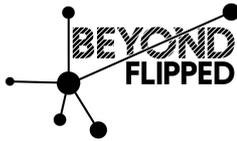
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## The L·E·A·R·N Framework: A Guide for Staff

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## Overview

The L·E·A·R·N framework has been developed by the Disruptive Media Learning Lab (DMLL) to aid in adoption of Beyond Flipped learning methods. L·E·A·R·N comprises of five elements, each designed to get participants considering different approaches from the traditional lecture-seminar-homework teaching style.

Employing the framework allows for a more dynamic and innovative approach to learning and teaching, focusing on the five key stages of the process.

The L·E·A·R·N methodology may be employed to facilitate existing learning outcomes in new and interesting ways. Through implementation of the card deck, innovative exploration of the ascribed problem domain may be undertaken in order to create flipped solutions cognisant with deep learning inside a Self-Organised Learning Environment (SOLE).



## Getting started with L·E·A·R·N

The following tool acts as a guide that you can follow in order to introduce the L·E·A·R·N framework into your classroom session or learning design. This guide is based on a 1-2 hour classroom session, but can be adjusted to suite much larger timeframes. For example, each L·E·A·R·N stage can be broken out into 1-2 hours sessions in their own right. You may even wish to dedicate an entire week to each stage of your learning design, with individual L·E·A·R·N sessions nested within. The scale and timespan of your design is entirely up to you. Simply scale up your learning outcomes accordingly.

***Whatever solution best suits your requirements is the right solution for you.***

### ***Before you begin...***

We recommend you ensure participants have access to equipment, materials and adequate workspace to make the most of your session. Ensure domain-specific research can be obtained through the use of smartphones, tablets, laptops, desktop computers, or written materials contained within your chosen learning space.

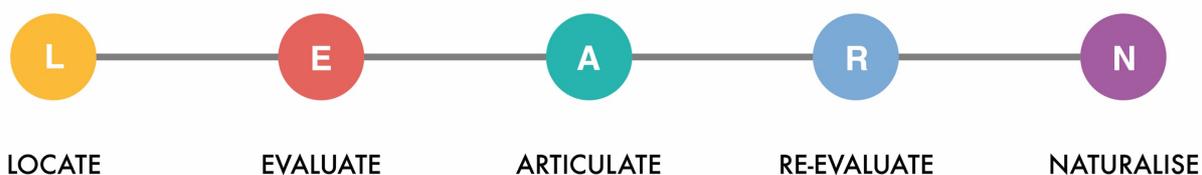
## **Brief Introduction**

### ***Approx. 5 minutes.***

Provide the class with an introduction for the use of L·E·A·R·N as a learning design resource. You can use this documents overview as a starter for ten on what the L·E·A·R·N cards are for, then use the remaining time to explain what you intend the participants to achieve by using the cards during the session.

## **Split your Decks**

Get your groups to split a deck of L·E·A·R·N cards into their individual sets, whilst separating out the five summary cards in the process. These cards will act as helpful descriptors of what each set represents and how they are to be used.



There are many ways to utilise the L·E·A·R·N cards. We have provided a simple instruction set on the back of the box, but this is by no means the only way to use them. Below are a series of methods you can try for yourself or instruct your participants to undertake:

<b>Classic Mode</b>	<b>Random Mode</b>	<b>Restricted Mode</b>
<ul style="list-style-type: none"><li>- Use as individuals or groups</li><li>- Define your desired outcomes</li><li>- Select a card from each set</li><li>- Utilise each card to develop your flipped learning design</li></ul>	<ul style="list-style-type: none"><li>- Use as individuals or groups</li><li>- Define your desired outcomes</li><li>- Shuffle each set</li><li>- Pick one card at random from each set</li></ul>	<ul style="list-style-type: none"><li>- Use as individuals or groups</li><li>- Define your desired outcomes</li><li>- Exclude specific cards from one or more sets (In order to restrict common and/or familiar choices)</li></ul>

These should give you enough food for thought when creating your own rules. Remix as appropriate, create your rules from scratch, but feel free fall back on one of these tried and tested options.

## LOCATE

### 25% of time allocated

Using the first set of cards, plus any additional rules you wish to enact.

**Define a short question or task for the exploration of a relevant topic. Explore ascribed problem domain through an appropriate means within a defined space.**

For example, participants may be instructed to search for information based upon a simple open question that relates directly or indirectly to a module/course ILO. The search may be completed through the use of search engines, or by physical means such as engagement with library facilities.

The intention of this phase is to afford participants the opportunity to engage in quality research that returns both pertinent and detailed information.

## EVALUATE

### 10% of time allocated

Using the second set of cards, plus any additional rules you wish to enact.

**Identify and utilise credible sources of information to develop considered opinions relating to key aspects of the predefined topic. Focus your evaluation to formulate an academically rigorous argument.**

For example, triangulate existing secondary sources obtained as part of the LOCATE activity to either reinforce or contradict a position previously established. In addition, primary information may be collected on an ad-hoc basis through straw polls conducted within the current cohort.

Through evaluation of previously collated information, participants are encouraged to consolidate disparate information streams into a coherent landscape capable of providing a nuanced snapshot that facilitates complexity reduction.

## ARTICULATE

### 30% of time allocated

Using the third set of cards, plus any additional rules you wish to enact.

**Present findings for discussion and analysis through a medium that both engages and informs. Debate different points of view to gain a deep understanding of the problem domain.**

For example, presenting through LEGO®. Participants generate narrated presentations based upon generated LEGO® models for delivery to peers. Staff should interject (where appropriate), and summarise, with domain specific real-world examples, based upon participant's presentations.

Articulation of a proposed viewpoint enables students to express well-constructed opinions, whilst gaining valuable soft skills that will increase both academic attainment and employability prospects.

## RE-EVALUATE

### 20% of time allocated

Using the fourth set of cards, plus any additional rules you wish to enact.

**Amalgamate disparate ideas formulated by peers with those of your own to create an in-depth understanding of the original topic. Consolidate information into a reasoned understanding of initial topic and resultant arguments.**

For example, incorporating observed presentations from other participants as part of the articulate phase, consisting of differing opinions and points of view. This reflection may take the form of group discussion, reflective writing, or secondary articulation.

Having been exposed to multiple viewpoints and opinions, participants are encouraged to reflect upon their original articulation within the context of other groups' contributions.

## NATURALISE

### 15% of time allocated

Using the fifth set of cards, plus any additional rules you wish to enact.

**Identify common themes and establish links between prior knowledge and new findings gained through this exercise. Transform information into knowledge for future adoption.**

For example, participants may take information or knowledge from a previous learning endeavour, based upon their module course or external endeavours, and concatenate these with the knowledge accrued through the present L·E·A·R·N cycle.

Having completed both evaluation and re-evaluation, a deep understanding of the initial defined problem domain should have been achieved.

## Conclusion

This concludes all five stages of the L·E·A·R·N process. Each stage, when combined, can either form 100% of your assessment needs, or be utilised as part of a larger assessment paradigm. L·E·A·R·N is an iterative process that may be applied cyclically, based upon the demands of your flipped course and desired learning outcomes.