

DISRUPTIVE MEDIA LEARNING LAB

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

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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.