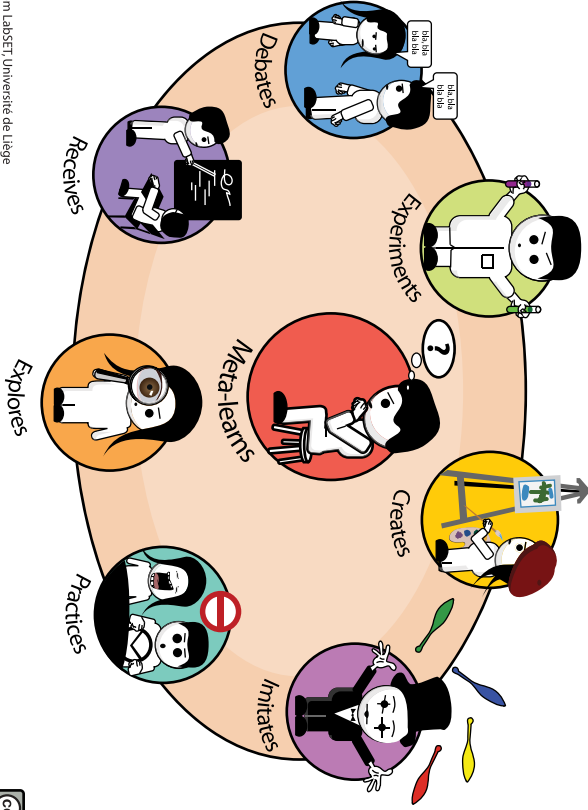


Hybrid Learning Model

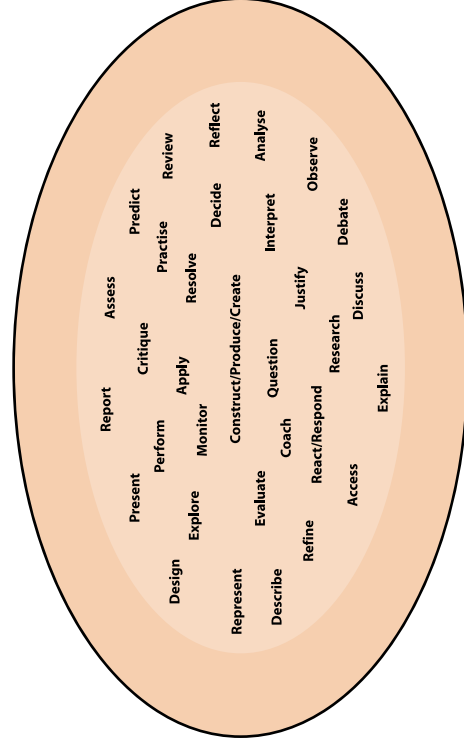
Instructions for use

1. Think of a learning activity that you have been involved in.
e.g. a practical, a tutorial, an assignment, a project.
2. Arrange the cards to visualise the activity and to break it down into individual learning events.
Sequence the cards/learning events in the order that they took place.
3. For each learning event describe both the teacher and learner role.
Appropriate verbs are listed on the flip side of each learning event card to assist in this process.
4. You may wish to record your sequence of learning events and descriptors along with supporting resources, environment and intended objectives.
For this purpose a grid is available at <http://cetl.ulster.ac.uk/elearning/documents/grid.pdf>

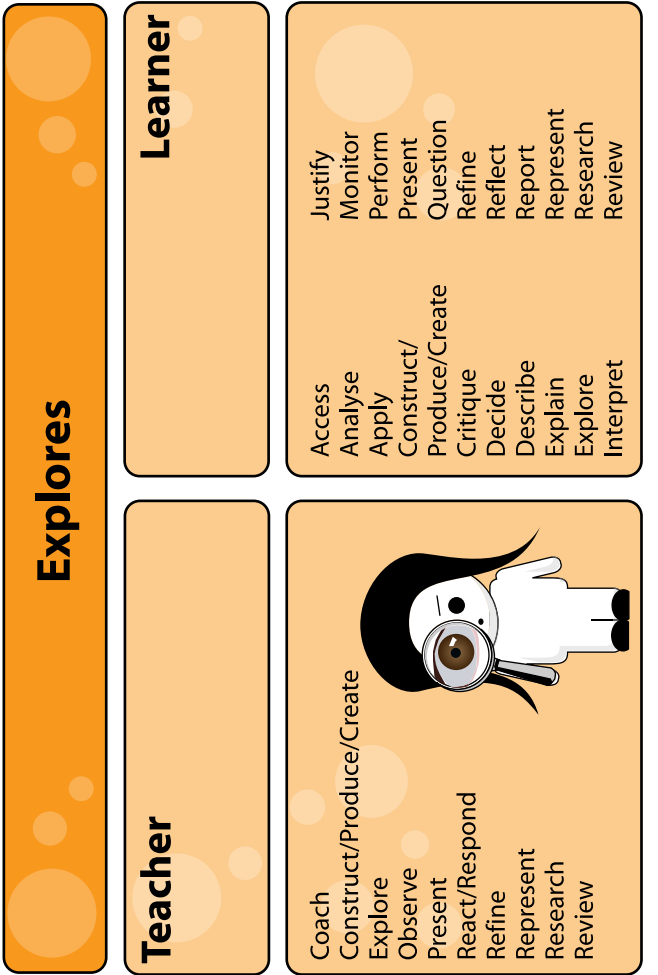
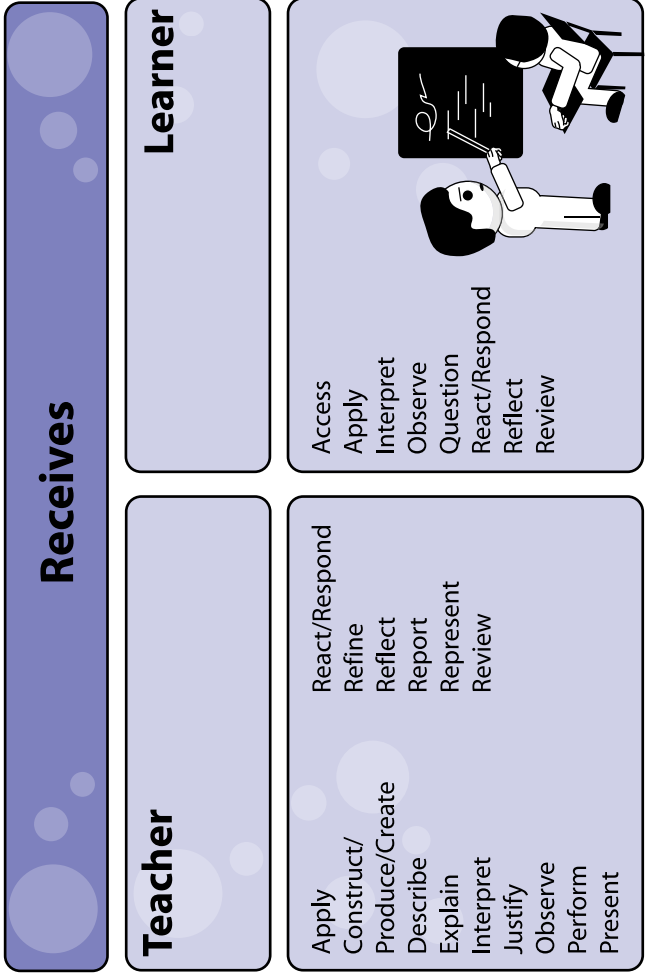
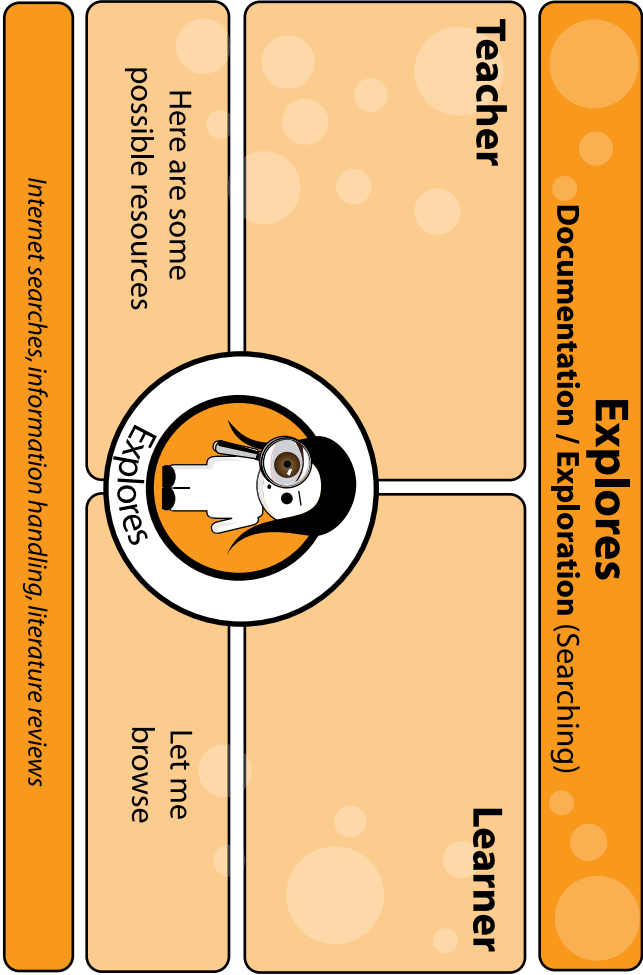
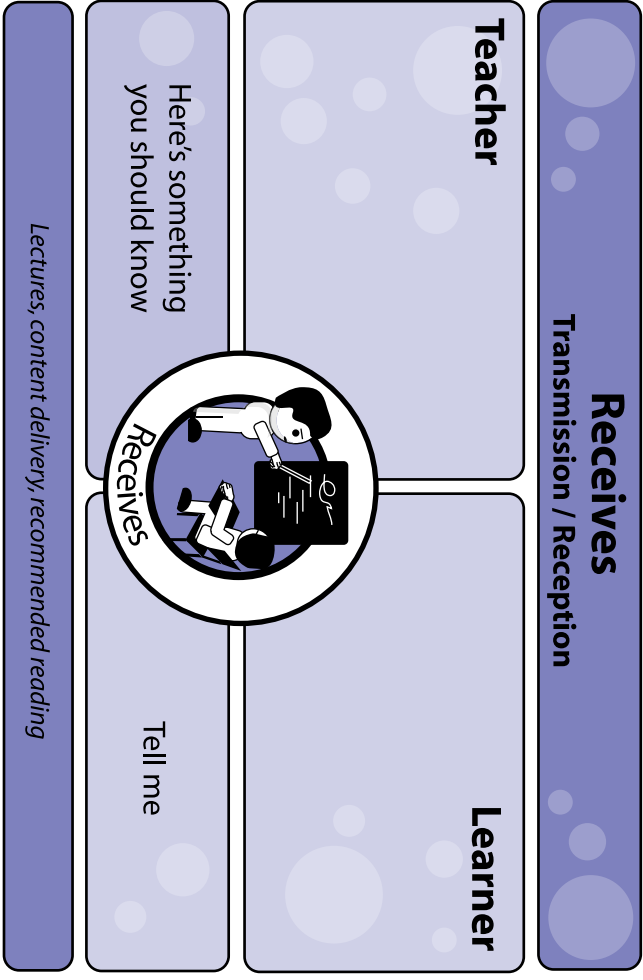


The 8 Learning Events

Teaching and Learning Verbs



FOLD ALONG DOTTED LINE



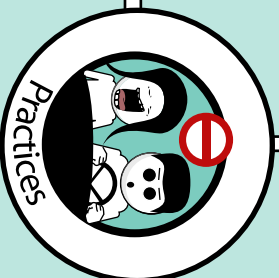
CUT ALONG DOTTED LINE

FOLD ALONG DOTTED LINE

Practices
Guidance (Coaching) / Drilling (Exercising)

Teacher

Here is
your mistake



Learner

Correct me

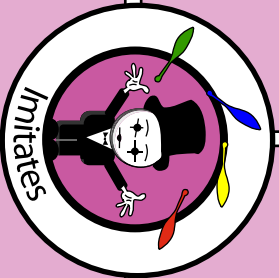
Exercises, exams, quizzes

CUT ALONG DOTTED LINE

Imitates
Modelling / Imitation (Observation)

Teacher

Look at how
this is done



Learner

Show me

Demonstrations, role-plays

FOLD ALONG DOTTED LINE

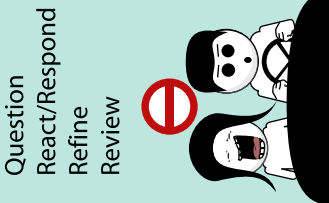
Practices

Learner

- Observe
- Perform
- Practise
- Predict
- Present
- Question
- React/Respond
- Refine
- Reflect
- Report
- Review

Teacher

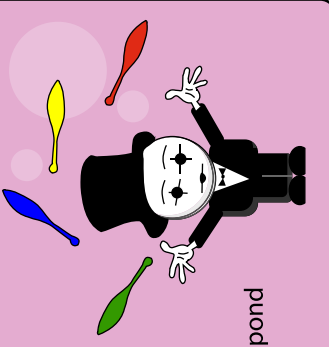
- Assess
- Coach
- Describe
- Discuss
- Evaluate
- Explain
- Interpret
- Justify
- Monitor
- Observe



Imitates

Learner

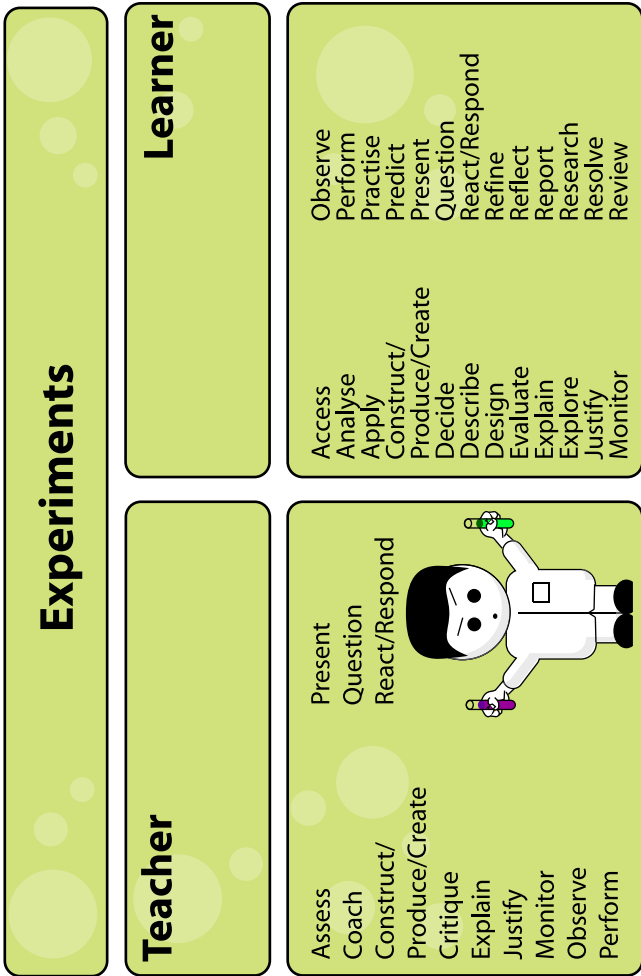
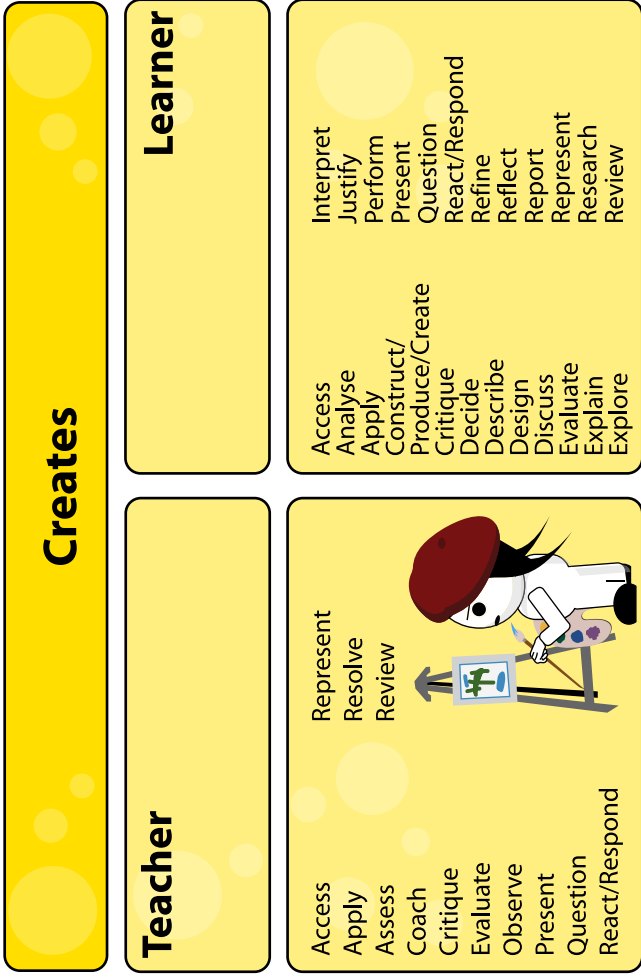
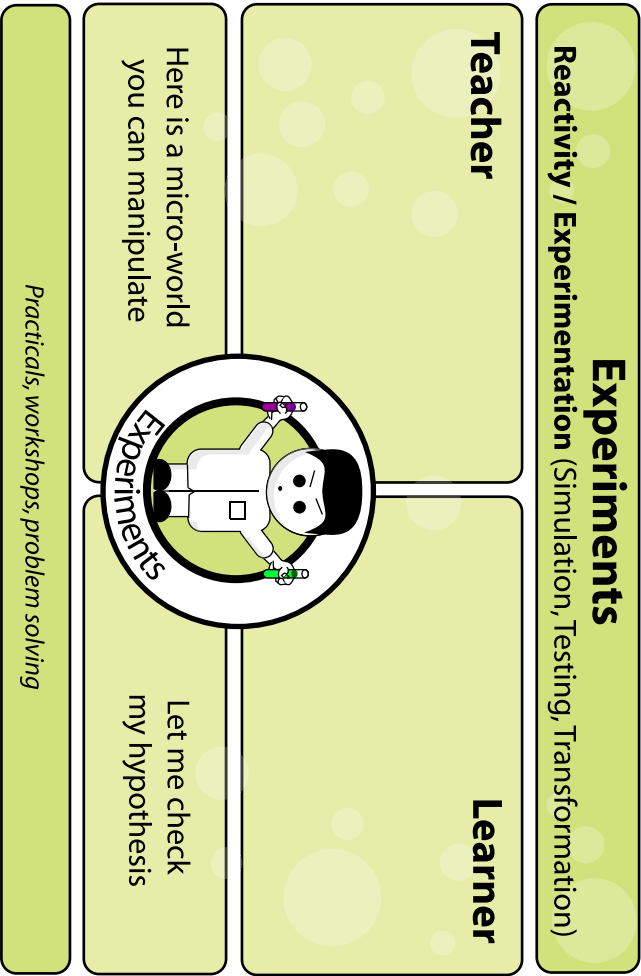
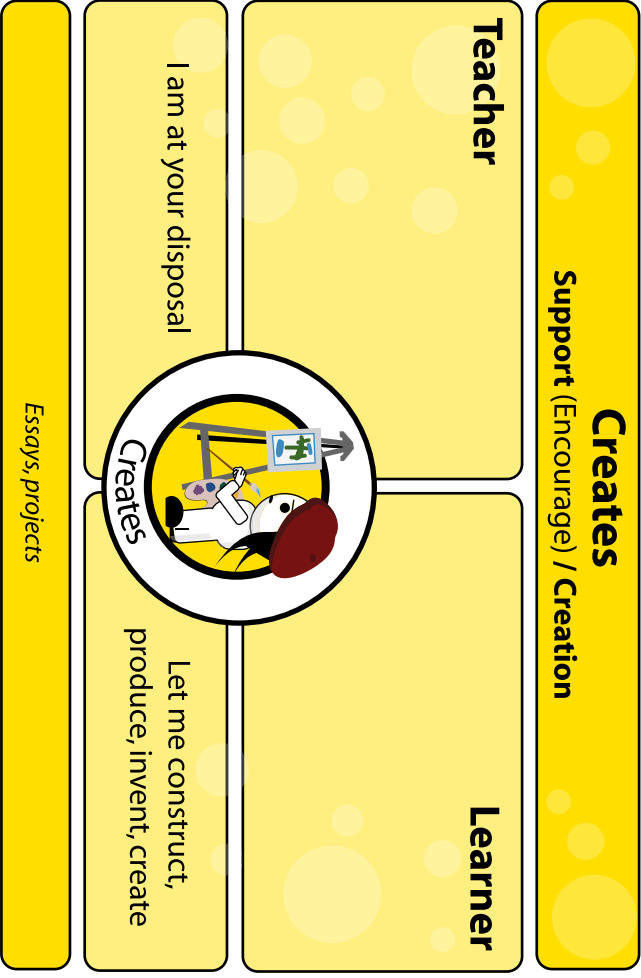
- Access
- Apply
- Interpret
- Monitor
- Observe
- Perform
- Practise
- Present
- Question
- React/Respond
- Reflect
- Review



Teacher

- Critique
- Describe
- Evaluate
- Explain
- Interpret
- Monitor
- Observe
- Perform
- Present

- React/Respond
- Represent



CUT ALONG DOTTED LINE

FOLD ALONG DOTTED LINE

Debates

Learner

- Justify
- Monitor
- Observe
- Predict
- Present
- Question
- React/Respond
- Refine
- Reflect
- Represent
- Review

Teacher

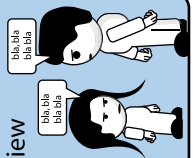
- Access
- Analyse
- Construct/Produce/Create
- Critique
- Debate
- Decide
- Describe
- Discuss
- Evaluate
- Explain
- Interpret

Teacher

- Access
- Assess
- Coach
- Critique
- Debate
- Discuss
- Evaluate
- Interpret
- Monitor
- Observe
- Present

Learner

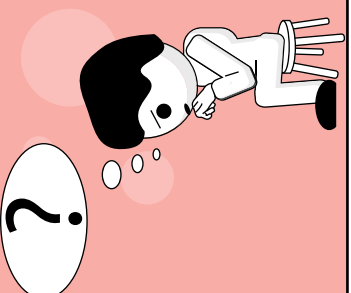
- Question
- React/Respond
- Refine
- Represent
- Resolve
- Review



Meta-learns

Learner

- Analyse
- Assess
- Critique
- Evaluate
- Explore
- Interpret
- Justify
- Monitor
- Refine
- Reflect
- Review



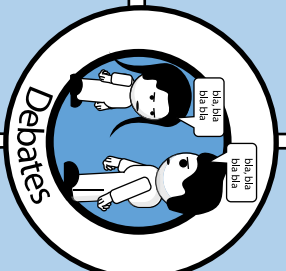
Teacher

- Debate
- Discuss
- Explain
- Explore
- Question
- Refine
- Review

Debates
(Discussion, Dialogue)

Teacher

Let's discuss



Learner


Here's my opinion

Group discussions, online discussions

Meta-Learns
(Metareflection (Metacognition))

Teacher

Here are prompts for reflection and my feedback



Learner

Help me to reflect on my learning process

Self reflection, self analysis

FOLD ALONG DOTTED LINE

CUT ALONG DOTTED LINE