# CETL – Utilising Institutional E-Learning Services To Enhance The Learning Experience, University of Ulster.

## Hybrid Learning Model – Mapping Grid

### Instructions

Step One: Provide a summary of the Learning Activity that you wish to describe/analyse.

Step Two: Break your learning activity down into a sequence of learning events using as few or as many of the events as you wish (Figure 1). The front of the flash card can be used to confirm that the chosen event accurately represents the relationship between the Learner and the Teacher (Figure 2).

Step Three: Use the mapping grid to record the objective of each individual learning task/activity and the appropriate learning event.

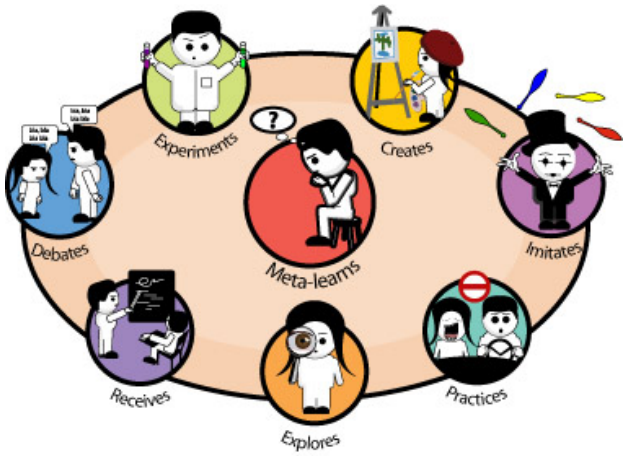


Figure 1: Learning Events

Step Four:

Flip over the flash card. For each event, describe the sequence of actions performed by both the Teacher and the Learner. Use as many or as few verbs/descriptors as you like.

Figure 2: Event Flash Card

Step Five:

Add in any additional information that you feel is necessary for others to replicate the activity. Examples include: resources used, tools adapted, miscellaneous comments, such as; people involved, timings, etc.

A part complete example -
Students receive case studies of 2 conditions per week - they are expected to explore and discuss these with members of their group and then feed back on the case study to the entire group.

| Activity/Task - Objective | Learning Event | Teacher's Role | Learner's Role | Resources | Tools (inc. Technologies) | Other Comments *(1-1, group work, Timing etc)* |
|---|---|---|---|---|---|---|
| 1) Learners are presented with a case-study | RECEIVES | Describe<br>Present<br>Explain | Question<br>Review | Printed matter- case study, lecture notes, readings | VLE - WebCT Vista<br>Content Module<br>Web Links | Group Work |

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