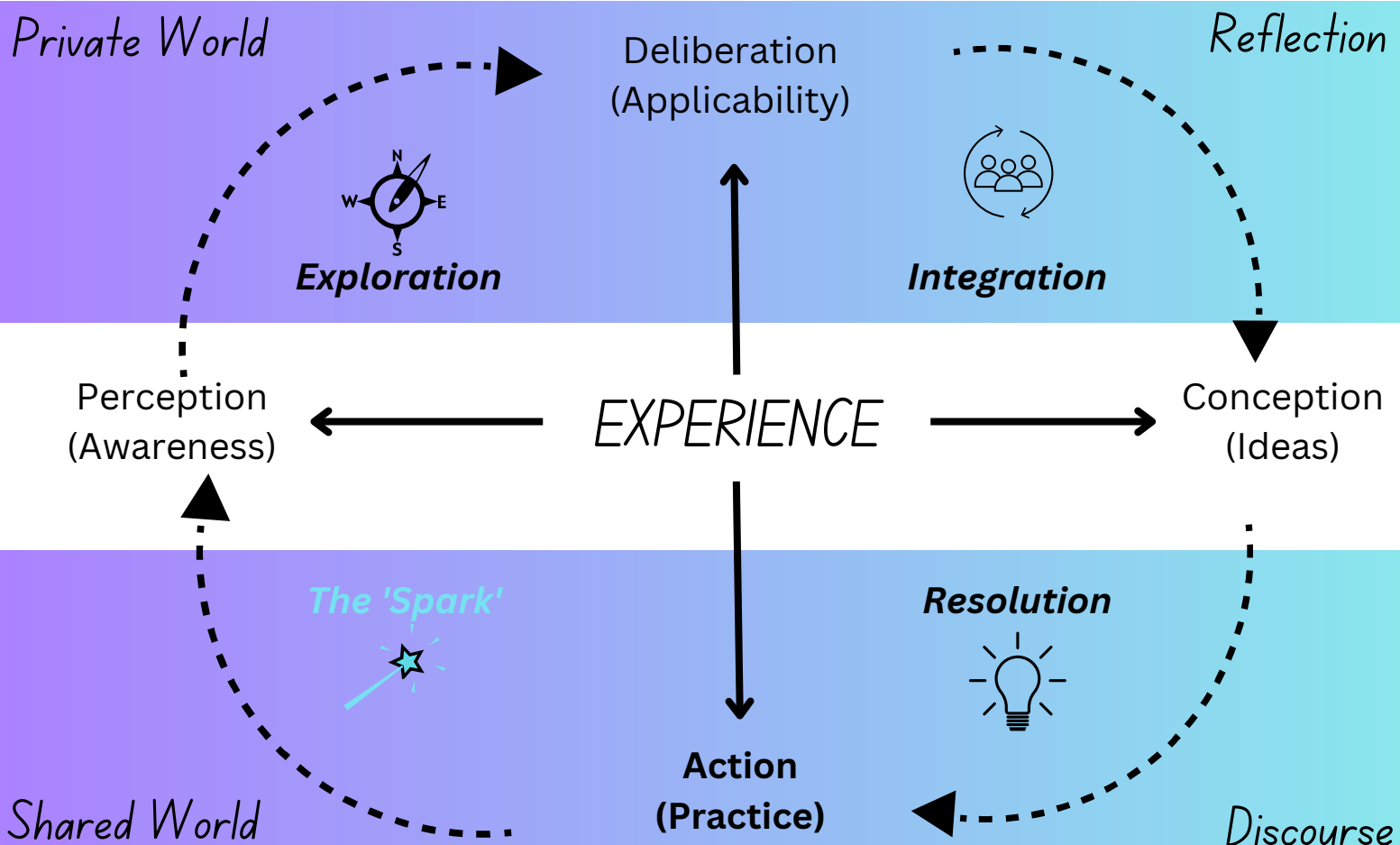# BLEND-*Ed*
Empowering Your Teaching
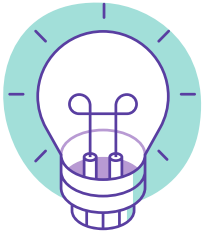
THE PRACTICAL INQUIRY MODEL:
Facilitating deep and meaningful inquiry is the ❤️ of Blended Learning

Why?

- Sparks authentic learning
- Promotes rigorous and collaborative problem-solving
- Develops research skills through exploration
- Deepens reflective learning through analyzing and evaluating
- Brings the learning full circle to solve a problem, create new recommendations, or refining question to spark new cycles of inquiry

Private World   *Reflection*

Deliberation
(Applicability)

Exploration

Integration

Perception
(Awareness)   ←   *EXPERIENCE*   →   Conception
(Ideas)

The 'Spark'

Resolution

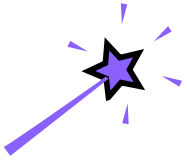*Shared World*   **Action
(Practice)**   *Discourse*

PHASES IN THE PIM

## The Experience!
An authentic problem or situation that 'sparks' the inquiry process.

The 'spark' or Idea Generation
The inquiry process phase is sparked by creating a sense of puzzlement in the learner. This can be prompted by presenting a problem or stimulating questions that connect to and are relevant to the course concepts. Solving the problem or completing the learning task requires problem-solving techniques and connecting with course peers. In this way different perspectives enter the discussion and the work of completing the inquiry is shared.
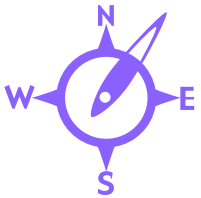
Exploration & Expansion
This phase includes exchanging and sharing information, ideas, or insights about how to solve the problem or how to complete the learning task.

Integration
In this phase, students connect ideas and start to create solutions by reflecting upon how the new information and knowledge discovered. Students analyze, evaluate, and synthesize their findings from the exploration and expansion phase.

Resolution
The final phase includes critically assessing potential solutions; applying ideas to solve the problem; recommending changes, or refining new questions..... all of which lead to a new cycle of inquiry!

KEEP LEARNING

- Practical Inquiry Model (Garrison, Anderson & Archer, 2001)
- Cognitive Apprenticeship Activities Applied on Cognitive Presence (see pg. 9)
- The Inquiry Process (Australian Catholic University)
- Implementing Successful Online Communities

Check out a few examples of how the PMI has been integrated into course design in the following pages!

Ex. PSYCHOLOGY

Timeline	Type of Teaching Used	Step	Learning Environment	Time Expected
Class 1	Synchronous	Step 1: Meet the instructor + introduction to course outline	Classroom	1.5 hr.
Between class 1 & 2	Asynchronous – Learning activity	Step 2: Meet other students, share your expectations for the course, & read outline	Flipgrid & Moodle	0.5 hr.
Class 2	Synchronous	Step 3: Get to know other students in the course, introduction to Moodle, discussion on studying and learning strategies	Classroom	1.5 hrs.
Between class 2 & 3	Asynchronous – Learning activity	Step 4: Define Psychology	LaunchPad and Padlet	1.25 hr.
Class 3	Synchronous	Step 5: Meet more people and learn about Psychology and its origin + Explore critical thinking	Classroom + Flipgrid	1.5 hr.
Between class 3 & 4	Asynchronous – Learning activity	Step 6: Form learning team + review concepts	Edpuzzle	0.5 hr.
Class 4	Synchronous	Step 7: Evolution of psychology, current topics, and possible careers. Meet your learning team.	Classroom + LaunchPad	1.5 hr.
Between class 4 & 5	Asynchronous – Learning activity	Step 8: Reflection on current topics + timeline activity	Canva + Moodle	1.25 hr.
Class 5	Synchronous	Step 9: Return on timeline activity + introduction to glossary	Classroom + Moodle	1.5 hr.
Between class 5 & 6	Asynchronous – Learning activity	Step 10: Complete the glossary activity	Moodle	0.5 hr.

Ex. MARKETING

Begins Week 8, Ends Week 12, 24 hours – October 12 to November 13, 2020

Read/Notes → Jigsaw Activity → Case Study → Lecture → Quiz & Review → Lecture → Experiential Assessment → Feedback Session → Work on Report & Oral → **Report with Presentation**

	Complete by	Instructional Strategies, Activities, Assessments done Synchronously, Asynchronously or Collab Asynch.
☐	Class 15 (Week 8) – 2Hrs	Read, review, and take notes on your *Segmentation Variable* assigned from Chapter 8. **Asynchronous (A)**
☐	Class 16 (Week 8) – 2Hrs	Jigsaw Activity; a collaborative and peer on peer learning activity. **Synchronous (S)**
☐	Class 17 (Week 9) – 3Hrs	Complete and submit a journal based on knowledge acquired during jigsaw activity. Read Case Study 3 & answer four (4) questions. **Asynchronous (A)**
☐	Class 18 (Week 9) – 2Hrs	Lecture & review with teacher on Segmentation. Class discussion on the Case Study 3. **Synchronous (S)**
☐	Class 19 (Week 10) – 3Hrs	Complete a quiz and review and take notes of the PowerPoints on Market Targeting and Positioning. Upload your notes on to the online discussion board. **Asynchronous (A)**
☐	Class 20 (Week 10) – 2Hrs	Lecture& review with teacher on Market Targeting and Positioning. Class discussion will occur with a small online group activity. Outline of Customer-Driven Market Strategy Assessment with Grading Grid. **Synchronous (S)**
☐	Class 21 (Week 11) – 3Hrs	Work on the Customer-Driven Market Strategy Assessment with your group members. **Collaborative Asynchronous (CA)**
☐	Class 22 (Week 11) – 2Hrs	Feedback session with the teacher and your group; 10 minutes per group. Question and Answers period for class overall. **Synchronous (S)**
☐	Class 23 (Week 12) – 3Hrs	Work on Report & Oral Presentation with your group members. **Collaborative** Assemble presentation and report based on the teacher's guidelines. **Asynchronous (CA)**
☐	Class 24 (Week 12) – 2Hrs	Present your findings on November 13, 2020 with a short 5-10-minute presentation. Report submitted on Moodle on November 13, 2020. **Synchronous (S)**

Ex. ENGLISH

Segment of Time Page #s	Format	Learning Activity
Oct 16 – 21		**Asyn:** Read the pages assigned. Prepare your response to the topic assigned to your learning team.
81 - 170		**AsynCLT:** Decide when & how you will share ideas among your learning team Meet & Plan how the team will present their ideas to the entire class.
Oct 19		Scheduled class time that can be used for your team meeting.
Oct 22		**F2F: (Syn)** Full class discussion on *The Glass Castle* with all learning teams contributing. Third set of issues and/or questions will be distributed **Send a summary of your team's discussion notes to Dianne.**
Oct 23 – 28		**Asyn:** Read the pages assigned. Prepare your response to the topic assigned to your learning team.
171 - 241		**AsynCLT:** Decide when & how you will share your ideas with your learning team Meet & Plan how you will present your responses to the entire class. **Send a summary of your team's notes to Dianne.**
Oct 26		Scheduled class time that can be used for your team meeting
Oct 29		**F2F: (Syn)** Full class discussion on *The Glass Castle* with all learning teams contributing. **Each learning team will be assigned a topic from which they will form a thesis statement and a proposed essay plan to share with the class.**
Oct 30 - Nov 4		**Asyn:** Read the pages assigned. Prepare your response to the topic assigned to your learning team.
242-288		**AsynCLT:** Decide when & how you will share your ideas with your learning team Meet & Plan how you will present your ideas to the entire class.
Nov 2		Scheduled class time that can be used for your team meeting
Nov 5		**F2F: (Syn)** Full class discussion on *The Glass Castle* with all learning teams contributing. Each learning team will present their topic, thesis statement and a proposed essay plan.

ENGLISH

WEEKLY PLAN

Date		Format	Learning Activity	28
WEEK 4	🟡	👨‍🏫	**LECTURE**: Teacher presents the learning activity (context, objectives, applications and final production). CONTEXT: *Seemingly harmless elements of mainstream culture and entertainment are not harmless → they affect/transform the audience in significant ways → by promoting/condemning specific behaviors, values and world views → that may give an advantage to specific social groups* GOAL: *Develop a critical regarding mainstream narratives* APPLICATION: *Superhero narratives* FINAL PRODUCTION: *Essay on Superman: Earth One.*	30min
		👥	**TOGETHER**: Identify basic characteristics/elements of superhero narratives and examine their possible implications.	1Hr
		👨‍🏫	**LECTURE**: Teacher presents the topic of examination (based on the characteristics/elements found together). TOPIC: *social integration of a distinct individual into an existing community*	30min
	💻	🧍	**INDIVIDUALLY**: Watch three scenes from two superhero movies.	30min
		📖	**INDIVIDUALLY**: Read the first volume of *Superman: Earth One*.	2Hrs
		👥	**TOGETHER**: Examine, in the Moodle forum, the mode of social integration promoted by superhero stories.	1Hr
		🧍	**INDIVIDUALLY**: Fill up and submit the worksheet (doc file) as you identify the most interesting discoveries on the forum.	1Hr

PIM over an entire course: the overarching question as the 'spark'

DESTINATION HEALTH:
My goal this semester is to discover

HOW WELL AM I?

ROADMAP TO UNDERSTANDING 'HOW WELL AM I'?

EDUCATIONAL EXPERIENCES

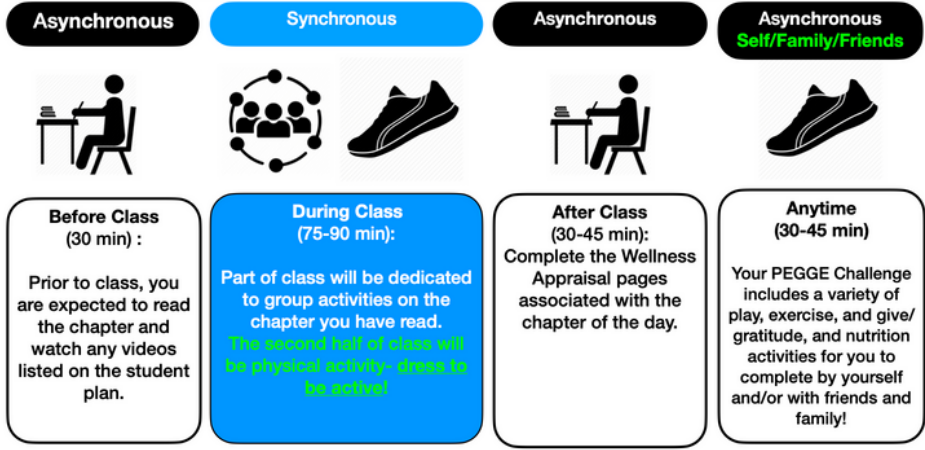| WHAT DO I KNOW ABOUT MY WELLNESS? | + | HOW FIT AM I? | + | HOW DO NUTRITION, SLEEP, and STRESS AFFECT MY WELLNESS? | = | HOW WELL AM I? |

PIM across learning blocks: sparks, exploration, and integration following by mini resolutions at the end of each block.

ASSESSMENTS of my EDUCATIONAL EXPERIENCES

| Wellness Appraisal #1 (10%) Monthly Wellness Challenges (10%) Self- Engagement | + | Wellness Appraisal #2 (10%) Monthly Wellness Challenge (10%) Self- Engagement | + | Wellness Appraisal #3 (10%) Monthly Wellness Challenge (10%) Self- Engagement | = | Summary: How Well Am I? (10%) |

Final resolution....and the spark for further learning (or life changes!)

ROADMAP TO UNDERSTANDING 'HOW WELL AM I'?

YOUR WEEKLY ROUTINE (~3hrs/week)

Asynchronous	**Synchronous**	**Asynchronous**	**Asynchronous** Self/Family/Friends
Before Class (30 min): Prior to class, you are expected to read the chapter and watch any videos listed on the student plan.	**During Class (75-90 min):** Part of class will be dedicated to group activities on the chapter you have read. The second half of class will be physical activity- dress to be active!	**After Class (30-45 min):** Complete the Wellness Appraisal pages associated with the chapter of the day.	**Anytime (30-45 min)** Your PEGGE Challenge includes a variety of play, exercise, and give/ gratitude, and nutrition activities for you to complete by yourself and/or with friends and family!

PIM within Weekly Activities & Routine

Cognitive Learning   *Face-to-Face*   *Physical Activity*