

IBL Planner

This Planner offers a point of departure for designing IBL, and discussing and sharing IBL designs, in any academic discipline. Already-produced designs – for example, in the form of case studies or activity-sequences – can be used in conjunction with the planner for inspiration and adaptation.

| Designing for IBL | Questions to consider |
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| Students | <ul style="list-style-type: none"> ▪ What relevant subject and process knowledge and skills will students bring to the inquiry? How do they understand inquiry and research, and their own roles as student researchers? ▪ How might IBL challenge them, e.g. in relation to their beliefs about their role in knowledge-creation, expectations about learning and teaching, self-confidence, skills? ▪ What are their likely needs for support and guidance, in relation to the subject-matter and the inquiry process? |
| Intended learning outcomes | <ul style="list-style-type: none"> ▪ Will the main focus be on students acquiring existing knowledge ('inquiry for learning') or on building new knowledge ('inquiry for knowledge-building')? ▪ What will the balance be between subject and process learning outcomes? ▪ Will students play a role in determining learning outcomes? |
| Inquiry theme | <ul style="list-style-type: none"> ▪ What will students explore? How will their inquiries relate to the curriculum? ▪ Who will establish the inquiry question – teacher, students, someone else? ▪ Will there be a link between students' inquiries and their academic tutors' research interests? If so, will this be made explicit? |
| Inquiry process | <ul style="list-style-type: none"> ▪ What is the appropriate scale and timescale of the inquiry? ▪ Will the process be tightly or loosely structured by academic tutors? A step-by-step sequence of tasks, or a more flexible, emergent process? More strongly teacher- or student-designed? ▪ Will students have choices in deciding how to approach the inquiry ▪ Will an established framework or protocol be used to structure the process? Will it follow the pattern of research practice in the discipline? |
| Tasks | <ul style="list-style-type: none"> ▪ What will the stimulus for the inquiry be (an open question; a scenario; a problem; an image; an artefact; a performance; a discussion; something else)? ▪ How will the tasks be sequenced? Will a digital design tool be used (e.g. LAMS)? ▪ What tasks will there be to help students engage with relevant theory/subject-matter (e.g. reflection; discussion; peer-to-peer information-sharing; lectures; practical workshops; laboratory sessions)? ▪ What tasks will there be to help students develop process awareness and skills (e.g. in areas such as research methods, information literacy, group-work, reflective writing)? |

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| Assessments | <ul style="list-style-type: none"> ▪ What will be assessed (research product; aspects of the process; reflection on the process)? What form will assessed outcomes take (poster; wiki; essay; design; report; film; other)? Will assessment be individual or collective? ▪ What will the assessment criteria be? Will students play a role in establishing assessment criteria? ▪ Who will assess (academic tutors; student peers; self-assessment; other)? How will summative feedback be given? |
| Information | <ul style="list-style-type: none"> ▪ How will students access relevant information? What will the balance be between providing information to students, and requiring students to seek and select information themselves? ▪ Will students be directed to information on process issues as well as discipline-based subject-matter? |
| Spaces | <ul style="list-style-type: none"> ▪ Is there a need for a particular type of learning/teaching space during and outside of 'contact' time? |
| Technologies | <ul style="list-style-type: none"> ▪ Which technologies will be needed and appropriate? Special equipment? Platforms for collaboration and content-creation; mobile technologies; the institutions' virtual learning environment; etc? ▪ Will students play a role in deciding which technologies to use? |
| Tutoring | <ul style="list-style-type: none"> ▪ Who will be involved in guidance and tutoring (academic staff; learning support professionals, e.g. librarians; student mentors; external tutors; other)? ▪ How and when will formative and summative feedback be provided? |
| Peer-to-peer | <ul style="list-style-type: none"> ▪ Will students work together? If so, in what way? Will there be an focus on 'inquiry community'? ▪ Will students work in partnership with academic staff or other researchers? |
| Dissemination | <ul style="list-style-type: none"> ▪ Will students share the results of their inquiries with each other? More widely at department or Faculty level, or with a practitioner/research community beyond the university? ▪ How will results be shared (on web, at an event, via presentations, posters, suitable peer-reviewed outlets; other)? |

Levy, P. (2010). Inquiry-based Learning Planner. Sheffield: Centre for Inquiry-based Learning in the Arts and Social Sciences, University of Sheffield.

This Planner is based on the pedagogic planner concept and templates developed by the Joint Information Systems Committee for its 'Effective Practice' programme – see: www.jisc.ac.uk/practice.