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.

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<th>Designing for IBL</th>
<th>Questions to consider</th>
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| Students          | ▪ 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 | ▪ 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     | ▪ 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   | ▪ 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             | ▪ 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**   | ▪ 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**   | ▪ 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**        | ▪ Is there a need for a particular type of learning/teaching space during and outside of ‘contact’ time? |
| **Technologies**  | ▪ 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**      | ▪ 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**  | ▪ 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** | ▪ 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)? |


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](http://www.jisc.ac.uk/practice).