Mapping Your Module Using the RLPBL Framework

Participant workbook | 60-minute design studio | EDU, XJTLU

1. Choose your focus

Module / activity: _____ Student level: _____ Class size: _____

Mapping scope: whole module / one substantial project or learning activity (circle one). Use this scope consistently.

In my module or activity, students investigate / create...

_____

One thing I am curious about is...

_____

Five dimensions to examine

Dimension	Guiding question
1. Real-World Grounding and Problem Formation	Where does the problem come from, and how much do students help shape it?
2. Problem Investigation and Solution Development	How do students investigate, use evidence and refine their ideas or solutions?
3. Scaffolding and Learning Design	What support helps students navigate the project at different stages?
4. Assessment and Feedback for Learning	How do assessment and feedback help students improve during the process?
5. Collaboration, Co-Creation, and Resource Integration	How do students build understanding together and draw on people, technologies and contextual resources?

Use the companion full rubric for level descriptors. The questions above are workshop prompts.

Map current practice. Support judgements with examples. Record uncertainty. Examine the pattern across dimensions without adding an overall score.

2. Map your current practice

Individual mapping: 15 minutes | Approximately 3 minutes per dimension

Module / activity: _____

Read each dimension in the full rubric. Record a provisional level, one concrete example and a question. You may record a range or “insufficient evidence”. Distinguish planned opportunities from observed student practice.

Dimension	Level / range	Evidence: what currently happens?	Uncertainty / question
1. Real-World Grounding and Problem Formation			
2. Problem Investigation and Solution Development			
3. Scaffolding and Learning Design			
4. Assessment and Feedback for Learning			
5. Collaboration, Co-Creation, and Resource Integration			

Evidence can include a task brief, milestone, assessment criterion, feedback exchange, student work or an observed learning process.

After peer discussion, annotate changes in another colour or add a note. A provisional judgement can remain uncertain.

3. Discuss, reflect and choose a priority

Peer dialogue: 14 minutes | Group reflection: 10 minutes | Closing: 7 minutes

Peer dialogue

Each partner has 7 minutes: explain your map (3 min), explore questions together (3 min), then revise or annotate (1 min). In a triad, allow approximately 4 minutes per person and use the remaining time to revise.

Ask: Which example supports this judgement? Where might a neighbouring descriptor fit? How does one dimension support or limit another?

One insight or question from our discussion:

_____

My development priority

One strength I want to retain is...

_____

One dimension I want to develop is... This matters for student learning because...

_____

_____

One question I want to explore next, and the support I need:

_____

Choose a focus that matters for learning and is feasible within your module. It need not be the dimension with the lowest provisional level.

Continue through the CPD series

Authentic problems and inquiry: problem formation and investigation.
Facilitating and scaffolding: support through the project journey.
Assessing, feedback and refining: feedback use and revision.
Collaboration and resource integration run across the series. Bring your map to the next session or an individual consultation.