

BLENDED LEARNING PROCEDURE and GUIDELINES

Category	Procedure and Guideline		
Review	One year after approval		
Code	AP051P		
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Version	Approval Authority	Approval Date	Review Date
2024.10	Deputy President (Education)	10 October 2024	10 October 2025

1. PURPOSE

The purpose of this document is to outline the procedures involved in the design, implementation, professional development and quality assurance of blended learning (BL) inclusive of AI. It should be read in conjunction with Blended Learning Policy and Artificial Intelligence Policy.

The Institute's blended learning approach involves using contemporary learning technologies to foster student engagement and achievement in an active learning online environment.

2. PROCESSES AND PROCEDURE

2.1 Preparation of units for blended learning and its ongoing application (by staff)

- i. Staff must ensure that the Learning Management System (LMS) site for each active unit has been structured in the Institute's Blended Learning format (for all PG units), and for both UG and PG units' staff should refer to the guidelines for BL in Appendix 1 and for recommended best practice in Appendix 2.
- ii. Specific training and resources relating to Moodle are located within the *Moodle Training and Support* module [here](#)
- iii. Staff must ensure they can access the **Resources for Academic Staff** and the associated resources available within this site, inclusive of the "IMC Templates area" that provides staff with templates for BL and BL Resources.
- iv. Blended Learning Resources collection is available on the Moodle dashboard for all staff. If the Blended Learning Resources collection does not appear on a Moodle dashboard in the **Resources for Academic Staff site**, then contact must be made with the Institute's IT Support to request immediate access to the collection.
- v. Staff must review and familiarise themselves with all resources provided in the Blended Learning Resources collection available on Moodle to determine the best options for unit design and delivery. In designing a unit for delivery in blended learning mode

maximising student engagement via an active learning approach is the highest learning objective.

- vi. The collection of Blended Learning Resources available on Moodle will be expanded and refined regularly. Staff are expected to access the Blended Learning Resources and AI Resources collections regularly, and in the process of reviewing and updating units each term to ensure optimal learning outcomes in the blended learning environment.
- vii. The Institute's blended learning approach promotes active learning within timetabled class sessions (i.e. "in-class activities"). Staff should investigate and implement the most suitable forms of active learning for their unit and align assessment tasks within the active learning framework. (See Appendix 2)
- viii. Students will be surveyed via end of unit surveys to collect feedback on their experience of teaching and learning at IMC as outlined in the Student Survey Policy and Procedure. These surveys include specific questions on the use of technology to support student learning at IMC. The results of these surveys will inform the ongoing analysis and refinements of the Institute's blended learning format and how course and unit content and delivery reflect a continuous improvement process within the Institute's blended learning approach.
- ix. Staff are encouraged to attend the Learning and Teaching Community of Practice (CoP) sessions. These workshops are designed to keep staff updated on blended learning initiatives and are a means by which staff can share their experiences and ideas concerning all aspects of blended learning content design and delivery.
- x. Staff are expected to participate in the various training activities that will be available during the academic year. Training will be focused on a range of blended learning / AI technologies in addition to unit design, delivery, and assessment considerations tailored to blended learning approaches.
- xi. Staff are encouraged to participate using the various online communication channels within the Blended Learning Resources collection in Moodle to share experiences and add to the sum of knowledge on blended learning across the Institute.
- xii. A blended learning approach will be adopted incrementally across the Institute. It is recognised that the learning needs and preparedness for blended learning of undergraduate and postgraduate students differ. Therefore, blended learning will be implemented in stages. Postgraduate units will adopt blended learning via a flipped classroom approach first. Undergraduate units are strongly encouraged to incorporate BL as part of pedagogy and the achievement of the IMC Graduate Attributes.

2.2 Expectations of students within a blended learning environment

- i. In a blended learning environment, students must take responsibility for independent learning. This means that students must complete all before-class activities, which are a precondition for active engagement during in-class workshop sessions. Workshops usually focus on applying theory to real-world or simulated case studies using analytic, critical-thinking and problem-solving skills. In addition, students must complete the

after-class activities designed to consolidate learning of the topic. Once all before-class, in-class and after-class activities are satisfactorily completed, students are prepared for the assessment tasks that will measure the attainment of unit learning outcomes.

- ii. At the commencement of each unit, and during the teaching term, staff must instruct students in class on the meaning and application of blended learning. The Institute will communicate with students about blended learning through its library and orientation sessions. Resources are available for staff in the AI and Blended Learning Resources collection available on Moodle.
- iii. In a blended learning environment, students must commit to active and independent learning. This requires students to work actively through all material provided to them in the Moodle sites for units in which they are enrolled. To support and facilitate student learning, staff are expected to respond to student enquiries seeking clarification or further explanation of Moodle content designed for pre-class study (i.e. "before-class activities").

3. RELATED DOCUMENTS

- i. *Artificial Intelligence Policy*
- ii. *Blended Learning Policy*

4. VERSION CONTROL

Historical Version	Approved by	Approval Date
2024.10	Deputy President (Education)	10 October 2024
2023.02	Provost	27 February 2023

The Deputy President (Education) oversees the implementation and compliance of this Policy. Please contact the Deputy President's office via – policy@imc.edu.au for any inquiries or clarifications related to this policy.

Appendix 1 – Blended Learning Checklist

The following checklist provides academic staff with a set of actions that can be implemented as minimum standards for teaching online within a course. This is intended to form part of the framework to enable academic staff to design and deliver effective blended learning and teaching.

Online component	Action	Y/N
Course overview	Create a short welcome message or video to introduce yourself/teaching team and the course	
	Provide instructions for students on how the online environment (e.g. Moodle, Zoom) is used to support their learning and progress	
	Give details of the course learning outcomes, and how activities are connected to the assessments. Upload or hyperlink to the course outline/syllabus document	
	Design your online course layout to align to your teaching approach e.g. by weeks, topics, themes	
Course content	Provide relevant and meaningful descriptions and titles for resources so students can locate them easily	
	Provide information such as expected time on tasks, video duration, and specify where key learning and interaction are required. Highlight whether resources are compulsory or optional.	
	Use a range of content formats (e.g. documents, videos, audio, links)	
Communication	Ensure your/teaching team contact details are available and up to date (e.g. names, contact method, hours)	
	Set expectations on when and how you will communicate and respond. Give clear guidance on netiquette.	
	Use communication tools such as discussion forums, chat and virtual classrooms to keep in contact and develop social interactions to support collaboration and group work	
	Link to essential and online reading lists from the library	
Synchronous teaching	Plan and integrate interactions such as breakout rooms and polls into your live sessions to encourage dialogue and active participation	
	Give time in advance to check and troubleshoot for basic technical issues. Ensure your students have access to the relevant technology and provide guidance on how to use them	
	Set clear expectations on how students participate in the synchronous environment, as well as the use of cameras and chat facility	
	Provide and upload recordings after the event and make these available for all students	
Assessment	Ensure all assessment information and instructions are up-to-date, including how and when feedback and grades will be made available	
	Upload or hyperlink to assessment criteria and rubrics, and ensure these are clearly displayed on your Moodle course	
Evaluation and feedback	Set up the online mid-term CTLE survey in your Moodle course	

Appendix 2 - Chickering's Seven Principles and the use of Blended Learning.

Adapted from - <https://citt.ufl.edu/resources/the-learning-process/designing-the-learning-experience/chickering-and-gamson/>

Principles	BL @ IMC
<p>1. Encourages Contact Between Students and Faculty</p> <p>Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.</p>	<p>Enables communication between teachers and students through tools such as Announcements, Emails, Messages, Discussion Forums and Contacts.</p>
<p>2. Develops Reciprocity and Cooperation Among Students</p> <p>Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.</p>	<p>Encourages peer-to-peer interaction and collaboration through the use of Groups and Self and Peer Assessment.</p> <p>The use of social media tools such as Blogs, Wikis and Journals can facilitate group work, the generation of knowledge and higher-level learning.</p>
<p>3. Encourages Active Learning</p> <p>Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves</p>	<p>Discussion Forums can help support students to achieve tasks and continue debate outside the classroom. They are valuable in gaining wider participation from students who are shy or lack confidence in spoken English Language.</p> <p>The use of asynchronous tools such as Blogs, Wikis, and Journals can encourage reflective and active learning, while synchronous tools such as Chat and Virtual Classroom can facilitate and record real time learning and teaching.</p>
<p>4. Gives Prompt Feedback</p> <p>Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, [and university] and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.</p>	<p>Assessment tools such as online Tests and Quizzes can provide formative and summative feedback to students, in a timely and effective manner.</p> <p>Submission of online assignments through Assignments enables the teacher to efficiently review and provide comments and grades to individuals and class groups.</p>
<p>5. Emphasizes Time on Task</p>	<p>Using Adaptive Release allows teachers to direct students to specific tasks and resources</p>

<p>Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis of high performance for all.</p>	<p>appropriate to their learning needs.</p> <p>Teachers can assign Tasks to students to provide direction and prioritise activities/assessments within a subject, and link these to reminders in the Course Calendar.</p>
<p>6. Communicates High Expectations</p> <p>Expect more and you will get more. High expectations are important for everyone — for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations for themselves and make extra efforts</p>	<p>The use of a learning management system such as Moodle can encourage students to share and receive constructive criticism in a safe environment in order to achieve improved learning outcomes.</p> <p>Tools such as the Performance Dashboard and Early Warning System can help teachers to monitor students' progress. Enabling Tracking of content and activities within courses can help teachers to assess student access and use of online resources.</p>
<p>7. Respects Diverse Talents and Ways of Learning</p> <p>There are many roads to learning. People bring different talents and styles of learning to college [and university]. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.</p>	<p>IMC provides students with a flexible environment so they can learn at their own time and pace.</p> <p>Teachers can include and link to media rich resources such as websites, audio, video, podcasts and e-books to engage and motivate learners.</p>