

Blended Learning Policy

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Policy Code	AP051		
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1. PURPOSE

IMC is committed to the achievement and delivery of outstanding learning and teaching.

The Institute is implementing a whole of Institute approach to blended learning (“BL”). This initiative involves development across all units and courses using contemporary learning technologies.

This policy identifies and defines the philosophy, scope, and principles of BL for students and staff at the Institute. BL aims to maximise student engagement early in the learning process to enhance learning quality and facilitate the achievement of unit and course learning outcomes. BL supports student learning experiences in an active learning environment.

This policy assumes appropriate levels of digital literacy by academic staff and students. Staff are expected to develop and collaborate with students to use a continually evolving range of BL learning technologies.

2. SCOPE

This policy applies to all students and academic staff at the Institute and across all Institute campuses, and to both online and face-to-face (“f2f”) delivery modes. It is predicated on a standardised IMC BL Moodle structure (see below) which integrates the flipped classroom pedagogy.

3. DEFINITIONS

Active learning means any learning activity in which the student participates in a proactive, responsive and motivated manner. By its very nature, active learning can involve many different activities with the key elements being (1) activities to construct knowledge and understanding, and (2) linking an activity with learning through reflection. Consequently, as students engage with the process they are thinking and reflecting on what they are doing, necessitating higher-order thinking.

Blended learning means the blend of asynchronous and synchronous learning. The asynchronous component will be cloud-based and consistent with a **flipped classroom** structure. The synchronous component may involve either or both of f2f and online learning,

depending on the circumstances and learning requirements of each cohort. When synchronous, learning may be with the lecturer or student peers.

Digital literacy means the ability of both students and academic staff to locate, evaluate and use a range of technologies to support lifelong learning.

IMC BL Moodle structure means the structure of the Institute's Learning Management System developed for BL and includes 'Before-class Activities' (BCA), 'In-Class Activities' (ICA), and 'After-Class Activities' (ACA).

Flipped classroom shifts the focus of the intensity of student engagement. A flipped class requires students to take more initiative and responsibility for their learning before formal classes or interaction with peers. In general, this approach means a lecturer provides learning and teaching activities such as recorded lectures, access to videos, readings, open education resources, online quizzes, or other resources that students can work through prior to coming to class. Classroom time is therefore spent on interaction among students and the teacher, whether this be through discussions, problem-solving, case studies or practical exercises.

Learning technologies mean the range of communication, information, and related technologies that can be used by teaching staff to develop content material.

4. PRINCIPLES

4.1 BL at IMC is based on the following principles:

- a) BL will not compromise quality outcomes or rigorous assessment.
- b) Through BL students are encouraged and engaged to learn independently early in the process, and to understand reflection and life-long learning.
- c) BL approaches may vary according to the learning contexts within which they are applied.
- d) BL requires digital literacy, which is recognised as an important graduate attribute (IMC Graduate Attributes B – Capability, 8. - *Engage with transformative digital technologies*), and a core skill for academic staff.
- e) To become effective learners, students must be involved in appropriate Institute-initiated training that allows them to make the most use of BL learning technologies and methods.
- f) Staff are encouraged and supported to adopt fit-for-purpose and innovative BL approaches. Such approaches will be enabled by academic and professional partnerships and appropriate investment in wide-ranging learning technologies.

4.2 Institute approach to BL will ensure the following:

- a) Appropriate budgetary resources will be made available to support the design of the Institute's BL approach and rollout.

- b) Training for academic teaching staff will be made available to all and will result in an internal accreditation process. This training will include design and delivery aspects for Unit development and be undertaken at two levels. The first level training will provide essential skills, and the second ongoing development to maintain and advance those skills.
- c) Training for students will be undertaken through appropriate Moodle-based and internally developed packages to ensure that they are able to navigate through the necessary IMC BL Moodle structures regarding all Before-Class Activities (BA), In-Class Activities (ICA) and After-Class Activities (AC) activities. This training will provide navigation skills in the various learning technologies and assist students with time-management.
- d) Unit outlines, both in terms of structure and content, will be revised to ensure that all BL considerations are included in the IMC unit outline templates, while recognising that unit outlines can directly impact levels of student engagement.
- e) Assessments will be reviewed in line with the opportunities that BL brings, but care will be taken to ensure that rigour is maintained and, where appropriate, external accreditation guidelines are adhered to.
- f) The Institute’s choice of learning technologies will be carefully considered to enable all academic staff to take full control of their own digital productions with the assistance of appropriate and dedicated in-house expertise.
- g) IMC will act to ensure high levels of academic integrity are maintained.

5. RELATED DOCUMENTS

- i. Blended Learning Processes and Procedures

6. VERSION CONTROL

Historical Version	Approved by	Approval Date
NIL		