

## Blended Learning Processes and Procedures

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### 1. PURPOSE

The purpose of this document is to outline the processes and procedures involved in the design, implementation, and maintenance of blended learning. It should be read in conjunction with AP051 Blended Learning Policy.

In summary, the Institute's blended learning approach involves using contemporary learning technologies to foster student engagement and achievement.

### 2. PROCESSES AND PROCEDURES

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

- i. Staff must ensure that the Moodle site for each active unit has been structured in the Institute's blended learning format. IT Support will supply the blended learning format for units. Staff must contact IT Support for assistance in gaining access to the blended learning format for a Moodle site.
- ii. Staff must ensure they can access the Blended Learning Resources collection available on their Moodle dashboard. If the Blended Learning Resources collection does not appear on their Moodle dashboard, then contact must be made with the Institute's IT Support to request immediate access to the collection.
- iii. Staff must review and familiarise themselves with all resources provided in the Blended Learning Resources section 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 is the highest learning objective.
- iv. The collection of Blended Learning Resources available on Moodle will be expanded and refined regularly. Staff are expected to access the Blended Learning Resources collection regularly, and in the process of reviewing and updating units each term to ensure optimal learning outcomes in the blended learning environment.
- v. The Institute prefers staff to prepare video content using the Loom camera and screen recording software tool. To register for a free Loom account, follow the instructions in the "Blended Learning Technology Platforms and Guides" section of the Blended

Learning Resources collection available on Moodle. If staff encounter any registration difficulties with Loom, they should contact [BLsupport@imc.edu.au](mailto:BLsupport@imc.edu.au). If staff experience technical challenges in using Loom, they should contact the Institute's IT Support for assistance.

- vi. 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.
- vii. Staff and students will be surveyed through the Moodle platform for each blended learning unit. The Institute will design, conduct and release these surveys. Staff are strongly encouraged to participate and encourage their students to participate. 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
- viii. Staff are expected to attend (either in person or by video) the six-monthly Institute-wide blended learning workshops. 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.
- ix. Staff are expected to participate in the various training activities that will be available during an academic year. This training will be focused on a range of blended learning technologies in addition to unit design, delivery, and assessment considerations tailored to blended learning approaches.
- x. 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.
- xi. 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 first, followed by undergraduate units.

## **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 about blended learning with students through its library and orientation sessions. Resources are available for staff in the 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 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. Blended Learning Policy

**4. VERSION CONTROL**

Historical Version	Approved by	Approval Date
NIL		