UNIVERSITY of TASMANIA | tilt Tasmanian Institute of Learning and Teaching | UTAS BLENDED LEARNING MODEL 1-5 FRAMEWORK

This framework elaborates level descriptors relevant to the UTAS Blended Learning Model, which is described in the TELT White Paper as endorsed by Academic Senate in November 2013.
The Blended Learning Model applies to all units offered at UTAS, not only those offered in 'distance' or 'online' mode.
These descriptors are intended as a guideline for the development of a high quality presence for all units within MyLO and are also relevant to Teaching Performance Expectations.

Level	Description	Example of features *Unit foundation, grades and progress*	Example of features *Quality online resources*	Example of features *Synchronous and asynchronous communication*	Example of features *High impact learning experiences*	Supporting professional development
1	This unit includes some online features that may provide access to learning resources, and/or allow general communication. These online features supplement on-campus or situated activities.	MyLO presence created via MyLO Manager, using the UTAS starter unit template, and includes a link to the current Unit Outline. Grades tool is used for recording all assessments and for calculation of final grade.	Some resources (e.g. lecture notes, MyMedia recordings) are made available through MyLO.	Some asynchronous communication (e.g. news, general or Q&A discussion forums) is used through MyLO to supplement on-campus or other face-to-face communication.	High impact learning experiences (HILEs) encourage: • Critical inquiry, questioning and systematic investigation • Collaborative learning • Development of student competencies such as writing, information literacy, oral communication and quantitative reasoning	TILT TRAINING: **MyLO Essentials:** • News items • Discussion forums • Adding Content • Linking to MyMedia recordings **ELT501** QUALITY MATTERS: **Designing your blended course** **Teaching Online-An Introduction to Online Delivery**
2	This unit includes a range of online resources, communication and activities that enhance other learning activities.	*Level 1 +* All relevant assessments are submitted online via MyLO when this is possible. Grades and feedback are reported back to students online.	*Level 1 +* The MyLO presence has a clear introduction and structure orienting students to the pattern of delivery of the unit and expected engagement. A comprehensive set of content resources (e.g. lecture notes, MyMedia and Library resources) is made available through MyLO. Additional content and/or activities, aligned with unit learning outcomes are available through MyLO.	*Level 1 +* MyLO is the communication hub between teachers and students. Opportunity for asynchronous and synchronous communication student-student; student- teacher; teacher-student is available on-campus and/or online. There is some inclusion of subject-specific discussion forums or other peer-peer asynchronous communication through MyLO.	*Level 1 +* HILEs are explicitly aligned with the learning outcomes and their relevance is explained to students.	TILT TRAINING: **MyLO Communication:** • Student engagement options • Creating Dropboxes • Assessed Discussions **ELT506** UTAS SELF-PACED: **Designing your online course** QUALITY MATTERS: **Designing your blended course** **Teaching Online-An Introduction to Online Delivery**
3	This unit includes a range of online resources, communication, activities and/or assessment that are essential components of the unit, (i.e. students must access resources and/or complete online activities to fulfil the learning outcomes of the unit).	*Level 2 +* Criteria sheets (rubrics), feedback and grades are all delivered through MyLO. Grades tool and other analytic tools are used to monitor student progress and detect issues around engagement and retention.	*Level 2 +* Unit Outline information is presented to students in context in MyLO. All essential text and media-based learning resources and formative assessment are available online.	*Level 2 +* Asynchronous and synchronous communication (student-student, student- teacher, teacher-student on-campus and/or online), are purposefully designed to address the learning outcomes of the unit.	*Level 2 +* HILEs also encourage: • Experiential learning • Application of learning in real world settings • Connected learning beyond the classroom • Exploration of diverse perspectives HILEs may be implemented fully online, on-campus, or in a situated context (e.g. workplace).	TILT TRAINING: **MyLO Assessment:** • Quizzes and Surveys • Creating and marking with Rubrics • Setting up the Grades • Turnitin and Grades **ELT506** QUALITY MATTERS: **Designing your blended course** **Improve your online course** **Teaching Online - An Introduction to Online Delivery**
4	This unit deeply engages with blended learning, provides online resources, synchronous and asynchronous communication, activities and assessment that enhance and interact effectively with one another in a purposefully aligned curriculum. Additional interactive tools and activities, as appropriate to learning outcomes and discipline, are delivered through MyLO and other technologies. This unit has been internally peer reviewed to QM standards, modified in response to feedback and passed.	*Level 3 +* Learning outcomes are articulated in context in MyLO and are explicitly aligned with content, communication and assessment. Students have access to meaningful academic progress information via the Grades and Progress tools.	*Level 3 +* A full range of online text- and media-based resources, learning activities, and formative assessments aligned with unit learning outcomes are available online. May incorporate open educational resources and/or student generated content and resources, aligned with the unit learning outcomes.	*Level 3 +* Peer-peer asynchronous communication through MyLO or other technologies and synchronous communication student-student, student-teacher/teacher-student (on-campus and/or online) is necessary to meet the learning outcomes of the unit. Intelligent agents are embedded into the online learning design.	*Level 3 +* HILEs form an integral part of the unit and are purposefully designed for a situated context, on-campus facilitation or for the online environment. Activities are designed to encourage students to learn independently as well as interact with their peers in purposeful ways in order to meet learning outcomes.	TILT TRAINING: **MyLO Collaboration:** • Group work options • Collaborate web conferencing • Using external content **Intelligent Agents** **ELT506** **ELT502** WEBSITE: **Open Educational Resources at UTAS** QUALITY MATTERS: **Applying the Quality Matters Rubric**
5	The UTAS Blended Learning Model is fully embedded in the unit design; the unit has been externally peer reviewed and modified in response to the feedback.	*Level 4 +* Unit has been externally peer reviewed to QM standards, modified in response to feedback and passed; a QM Accredited unit. The unit has been mapped into the course/s in which it is offered.				TILT TRAINING: **MyLO Advanced tools and options:** • Release Conditions • Special Access • Intelligent Agents • Checklists • Competencies • ePortfolios QUALITY MATTERS: **Peer reviewer course**

Component	Example of features	1	2	3	4	5
Unit foundation	Unit presence created with MyLO Manager, based on current templates	✓	✓	✓	✓	✓
	Grades tool used for all assessments	✓	✓	✓	✓	✓
	Online assessment submission		✓	✓	✓	✓
	Grades reported back to students online		✓	✓	✓	✓
	Student progress is monitored and actioned				✓	✓
	Criteria sheets (rubrics) and feedback delivered through MyLO				✓	✓
	Students can monitor their own progress in the Progress and Grades tools				✓	✓
Quality online resources	Link to Unit Outline	✓	✓	✓	✓	✓
	MyMedia and Library resources	✓	✓	✓	✓	✓
	Classroom material (e.g. lecture notes, prac manuals, workshop details)	✓	✓	✓	✓	✓
	Orientation and introduction in context in MyLO		✓	✓	✓	✓
	Unit Outline in context (using multiple MyLO tools)			✓	✓	✓
	All essential text and media based learning resources			✓	✓	✓
	Formative assessment tasks			✓	✓	✓
	Content is explicitly aligned with Learning Objectives				✓	✓
	Additional interactive tools and activities				✓	✓
	Additional text and media resources aligned with learning outcomes				O	O
	Open educational resources				O	O
	Student-generated content and resources				O	O
Synchronous and asynchronous communication	News, general or Q&A discussion forums	✓	✓	✓	✓	✓
	Designed synchronous or asynchronous communication peer-peer, student-teacher, teacher-student on-campus, situated, or online	O	✓	✓	✓	✓
	Subject-specific discussion forums		✓	✓	✓	✓
	Use of intelligent agents				✓	✓
High impact learning experiences (HILEs)	HILEs encourage development of student competencies	✓	✓	✓	✓	✓
	HILEs purposefully designed for online facilitation	O	O	O	O	O
	HILEs explicitly align with learning outcomes		✓	✓	✓	✓
	HILEs develop students' advanced cognitive skills				✓	✓
	Students encouraged to learn independently and collaborate				✓	✓
Peer review	Unit has been **internally** reviewed to QM standards, modified in response to feedback and passed				✓	O
	Unit has been **externally** reviewed to QM standards, modified in response to feedback and passed: a QM accredited unit					✓
	Unit has been mapped to course/s in which it is offered.					✓

✓ = required

(the level of a unit is considered to be the highest level where most of these features are present)

O = optional

(the level of a given unit is not affected by the presence of these feature examples)