Quick Guide to the Blended Learning Modules

The College of Business and Law employed Curio to develop a suite of modules on blended learning. These 11 modules cover many considerations for contemporary teaching at RMIT, focussing on changing the default mode of teaching from predominantly face to face lectures and tutorials with supplemental online learning to a fully blended learning model. The modules are comprehensive and designed to support teachers from a wide range of backgrounds and experiences.

Pathway guide

Path/Focus	Why choose this path?	Modules	Recommended actions	Capability domains
101	You feel confident with blended learning and just want the basics	Module 1 and 2	After undertaking module 1 and 2 reflect on any gaps you feel you still have in your knowledge, scan the aims of other modules and see if there are others you would like to undertake.	• Design and Development • Currency
Cherry pick	You aren't sure what you want to focus on	Module 1 and 2 then your choice	Undertake module 1 and 2 then scan the aims of the other modules to decide on other modules you would like to explore.	
The whole kit and caboodle	You are fully committed to transforming your course	Module 1 - 11	Work through the modules in sequence from module 1. To get the most out of this approach clearly set aside time to do the modules and connect this with meetings with colleagues and L&T support and decide how you can actively apply what you are learning to clear course redesign actions.	• Teaching
Best Practice focus	You want to benchmark what you already do against examples	Module 1, 3 and 9	As you go through the modules benchmark the best practice examples against your own course	• Teaching- Scholarly teaching • Currency
Evaluation focus	You want to focus on evaluating your blended learning design	Module 1, 4 and 5	Consider using the evaluation methodology you learn about in the modules and then evaluate your own course. After evaluation you may likely have some changes, you want to make and may want to go through other modules to help guide your redesign	• Teaching- Scholarly teaching • Quality

Quality measures focus	You want to benchmark your blend against established quality measures	Module 1, 5 and 9	Benchmark your existing course against the quality measures you are learning about. You may then want to complete the evaluation path and other modules to help guide your redesign.	• Teaching- Scholarly teaching • Quality
Learning design focus	You want to focus on processes and methodology for designing blended courses	Module 1, 2, 6 and 7	As you go through the modules work on applying the learning design methodology to your own course redesign	• Teaching- Design and Development • Quality
Delivery and assessment focus	You want to focus on what blended learning looks like in delivery (face to face and online)	Module 1, 2, 8, 10 and 11	As you go through the modules reflect on your current teaching and assessment practice and areas you may be able to change. Consider what changes this would require in your course design.	• Teaching, assessment and feedback • Technology
Tools and technology focus	You want to focus on the tools behind asynchronous and synchronous course delivery	Module 1, 2, 10 and 11	As you progress through the modules consider how you are currently using tools and technology. Are there areas you could redesign your course to incorporate new approaches?	• Design and Development • Technology

Module summary and how to enrol

Teachers will need to self-enrol in the modules and the link to each module is included below. Select the link and then the 'enrol' button to enrol in each module.

Title	Module Aims
Module 1: Reimagining blended learning design	This module aims to: • Introduce you to the concept of blended learning, and the rationale for blending • Understand the nature of learning design and how it can help you develop your course and materials • Acknowledge some basic principles of student-centric learning, and what this means in synchronous and asynchronous spaces • Map the educational problem space for designing a blended iteration of your course
Module 2: Fundamentals of redesigning a course	This module aims to: • Communicate the value and appropriateness of the right "mix" or blend for your course • Acknowledge some of the parameters of a blended design, such as authenticity, assessment and assurance of learning • Propose and outline a new light-touch redesign for a course, and communicate clearly a rationale for this "blend"
Module 3: Innovations in blended learning	This module aims to: • Communicate purposeful curriculum design by linking with digital pedagogy and reflective practices which can be used in online and applied to face-to-face classrooms • Introduce innovations in blended learning such as stackable courses and technologies which can be used in tandem with your learning management system • Propose and outline tips and a step-by-step approach for an intense re-design for a course
Module 4: Evaluation of blended learning	This module aims to: • Introduce and illustrate effective learning outcomes which will help you to plan for a re-imagined version of your course • Demonstrate and promote the evaluation of learning outcomes, courses and projects through self, peer and student inputs (digital and analogue). • Explain how to disseminate your learnings from your learning and teaching projects and research

Module 5: Quality and blended learning standards	This module aims to: • Introduce you to some of the key quality indicators for blended learning, • Explore blended learning in the context of the Australian Qualifications Framework, • Explore how to promote reliability and integrity in your blended course by designing and delivering meaningful learning
Module 6: Developing a course macro	This module aims to: • Communicate the value of purposeful macro design • Acknowledge the importance of considering learners' needs by developing learner personas • Propose and outline a new, alternative model of a course and communicate clearly a rationale for this model
Module 7: What is learning architecture?	This module aims to: • Develop an awareness of learning architecture, and how tasks link to outcomes • Involve more of your research passion into your teaching programmes and curricula • Gather materials and plan a course using a blueprint document, showing key linkages between ideas and tasks
Module 8: Assessment in a blended environment	This module aims to: • Explain how to approach, complete and future-proof assessment design using various tools in different contexts • Experiment with three different approaches to assessment and technological tools, and see how students respond to each approach • Critically reflect and evaluate how feedback facilitates learning for both online and offline students
Module 9: Best practices in blended learning design	This module aims to: • Highlight gold-standard blended practice across RMIT • Showcase and model innovative approaches to blended transformation • Encourage and promote reflective practice • Develop networks of professional teaching practice across schools and colleges.
Module 10: Asynchronous and synchronous classroom and learner needs	This module aims to: • Introduce a variety of learning technologies for use for a blended cohort • Acknowledge the neuroscience of learner behaviour online and the role of social interaction • Provide the tools required to allow the learner to develop their own technology plan for their blended class
Module 11: High quality online facilitation	This module aims to:

	• Explore ways of delivering expertise into your blended class • Decide upon strategies to implement when running webinars • Acknowledge the role of the facilitator in the classroom and provide guidelines for what constitutes quality facilitation in a blended learning mode • Communicate and delineate best practices for delivering feedback to students in online and face-to-face settings • Propose and outline how to write a new facilitator guide for a course