Word cloud (top left)

learning management teaching online blended students achieve merely level methods strategies delivery practice need just blended develop staff aspirations inclusive flexibility collectively challenge Harder another converting strategic blending smashed material Effectively whole thing nothing Blended experience give F2F UTAS define terms Includes future achieving mode uninterested reality face-to-face resourcing service idea can gain good T&L concept Consider ideas senior lip pay design aspirational want get tool lot understood properly influence match required sometimes technical coercing outcomes keep create probably tools basically momentum completely meaning study pedagogy Navigation confused regardless objectives learners personal considered hope educated best optimised blend means variety assist student optimise

How our understanding of blended learning changed

Being inclusive to all students regardless of study mode

Develop for flexibility, rather than merely converting F2F practice

We are in the business of "empowering learners" and "facilitating learning"

More confused than ever about blended learning and aspirations but feel we need to work collectively to strategise

Does the hope match the reality of what we can do?

Needs strategic influence to gain momentum

Word cloud (center)

Blended online teaching F2F resources student type means opportunities combination design unit one best needs explain includes accountable Using enhanced just students mode activity Flexibility wide cut excellence definition maximise activities tools multifaceted record need Catalyst methodology choices may world suit blend technology meet available costs range study quality bit mix outdated value job Adding cant virtual Interactive lectures term Maybe will mixed also without completing deliver blending anything done pedagogy experience actually unconventional updated Making scholastic improving On-campus / online / F2F

It means having to explain that no – "You can't just record your F2F lectures" you will have to actually design your unit!

An aspirational idea that senior management pay lip service to, but are uninterested in properly resourcing

A blend of opportunities to meet a wide range of needs

Flexibility for ALL students

A combination of F2F and online learning, also blending the virtual world of teaching and learning

Blended learning means anything that includes online and F2F

Adding value

A job!

It's like a player of Australian Football (Aussie Rules) making a transition to Association Football (Soccer). Not only is the shape of the field and ball different, but so are the rules, and what works well on an oval is not so good with a round ball on a rectangle!

What we thought Blended Learning was

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How some academics experience Blended Learning

Dr Douglas Colbeck (TILT), Ms Beverly Goldfarb (Arts & TSBE) & Mr Kevin Lyall (TSBE & Health Sciences)
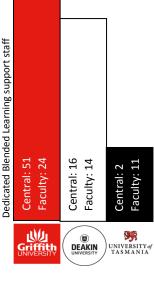

Blended Learning: advancing perceptions and practice

The UTAS Building e-Learning Community of Practice recently held a two-day workshop to unpack the concepts supporting blended learning practice and to develop a framework of perceptions exploring how it is being implemented across UTAS and Australia

Dedicated Blended Learning support staff

Central: 51 Faculty: 24	Central: 16 Faculty: 14	Central: 2 Faculty: 11
GRIFFITH UNIVERSITY	DEAKIN UNIVERSITY	UNIVERSITY of TASMANIA

Significant activities conducted during the workshop underpinning this framework included:

Keynote address on how blended learning is being approached by other Australian Universities

Provocations style discussion in order to ascertain a current understanding of how the adoption of blended learning is developing within UTAS

Presentation on how CoP members could be well placed to lead blended learning strategies if given the right support

Discussions led by a Senior Teaching Fellow on how best to put a blended learning model into practice

Sharing of expertise and resources, such as case studies and activities supporting better practice, within a café-style discussion forum to gain a consensus of what does and does not work, and by so doing increase efficiencies

Discussion around the impending rollout of the new "Daylight" Learning Management System interface and how Community of Practice members might best work together to support teaching and professional staff into 2017 and beyond

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