inclusive flexibility collectively possible challenge another Harden another Harden thought strategic blending smashed converting thought define TAS define Includes feeline future achieving future achieving there achieving there achieving there achieves there a educated means senior as a contract of the con

understood properly need fust blended influence match strategies delivery companies technical corring g optimise practice create probably basically momentum completely meaning study pedagogy Navigation, confused regardless personal objectives

How our understanding of blended learning changed

1 wide

record resources A-need

quality outdated one

lectures deliver dive teaching deliver thing the done

Flexibility

definition

activities

methodology OV

technologyneeds

costs studen

anything H

includes explain accountable Using students for the enhanced just combination mode activity

Ncut

 $\Lambda \mathbf{Q}$

meet

mixed type means also without anything yoe done blending complete pedagogy opportunities actually experience unconventional updated Making schole die in unconventional

Making scholastic improving

In-campus/online/F23

Being inclusive

to all students

regardless of

study mode

excellence tools maximise

multifaceted

may month suit

available

eting

Unit blend

best Adding cant

Maybe will

design^{Cate}

term value virtual

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

A combination of

Adding

value

F2F and online

learning, also

blending the

virtual world of

teaching and

learning

A blend of

opportunities

to meet a

Blended

learning means anything that

includes online

and F2F

wide range

of needs

Flexibility for ALL students

, 4 , 0, 1

What we thought Blended Learning was

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

We are in the business of

"^{empowering} learners" or

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

> Necos STROTEGIC

influence to

TO THE TRUT

"facilitating learning"

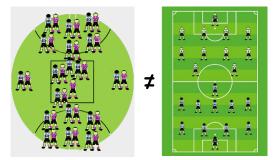
Develop for flexibility rather than merely converting F2F

> March the reality of Does the hope

What we condo.

Practice

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!

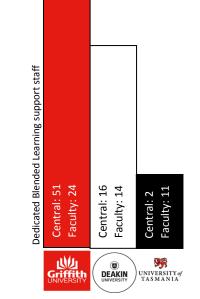


How some academics experience Blended Learning

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**



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

