

Blended Learning Strategic Plan – Action Plan

Objective 1: Build institutional capacity to support the use of blended learning approaches

Strategies	Actions	Measures	Responsibility	Due
1. Disseminate concepts and practices of Blended Learning at UNDA	Develop and implement a communication process to ensure information about this Plan and its key objectives is disseminated across all schools	Communication process developed and plan disseminated	<ul style="list-style-type: none"> LTC develop communication process LTC communicate to Schools the Plan 	Semester 2, 2016 and ongoing
	Develop survey and other processes to ascertain level of use of blended learning	Survey developed and findings reported to eTag and LTC	LTO & LTC develop survey	Semester 1, 2016
2. Clarify and strengthen institutional governance processes for approval of software and/or tools to support blended learning and align licenses and tools across disciplines where possible	Develop and disseminate a catalogue of software currently available & supported by ITS	Catalogue developed and disseminated	ITS to produce and disseminate catalogue	Develop Sem 2, 2016 Disseminate Sem 1, 2017
	Align blended learning resources across schools, for example by introducing institutional licenses rather than School/Discipline purchases	Using the Catalogue as a starting point establish a process for determining the purchase of licenses	LTC work with ITS and ITGC	2017
	Survey academic staff about the tools they would like to use if permissions were available	Survey conducted and reported to eTag and LTC	LTO, eTag, LTC and ITGC	December 2016
	<ul style="list-style-type: none"> Identify and document barriers to introducing software (licensed and free) Work with ITS to identify ways to address such barriers 	Survey completed by staff and findings reported through eTag and LTC Barriers where possible are addressed	eTag, LTC and IT Governance work together to remove barriers	Ongoing
3. Increase the use of all features of Blackboard and other educational technologies supported by UNDA	Provide additional support to adequately cover the increasing volume of staff requirements for level 2 help-desk assistance with Blackboard	Availability and satisfaction of staff with support for educational technologies, as indicated by range of support services available (including for extended teaching hours), staff satisfaction with the services, and response times	eTag, LTC and ITGC	Ongoing

	Review and strengthen as necessary processes to ensure that digital resources are backed up	Review of backup processes conducted and reported to ITGC	ITGC	Semester 2, 2016
	<ul style="list-style-type: none"> • Develop Learning Resources to support blended learning across discipline areas • LTO support Schools through workshops, working with teams of interested staff 	Availability of resources to guide good practice in blended learning as indicated by range of staff and other resources available	LTO	Semester 2, 2016 and ongoing
	Develop a suite of Help resources (such as a Staff Help webpage)	LTO Webpage includes a Resource Section that includes as a minimum modules on blended learning and short user friendly resources on using Bb tools, e-learning, m-learning including social media (anything that is 'sensitive' will be password protected)	eTag, LTC, LTO work & Libraries to develop Help Resources	December 2016 and ongoing
	Develop a position on minimum usage requirements for consideration by Academic Council	Minimum presence developed	eTag and LTC	February 2017
	Produce annual analytics report that identifies minimum usage of Blackboard by academic staff	Usage of Blackboard as indicated by frequency and functionality	LTO	June 2016 and then annually
4. Promote amongst academics the value of sharing learning resources for repurposing and reusing	<ul style="list-style-type: none"> • Identify potential and existing re-usable resources • Promote amongst academics the sharing resources • Develop resources that are generic and act as exemplars e.g. referencing, effective digital literacies and library research skills either within the Academic Integrity Modules or in other suitable contexts • Create a database of reusable resources for use across UNDA 	Number of shared learning objects developed per annum, and proportion of these that are shared across schools	LTO, AD (L&T) Libraries work together to develop resources	Semester 1, 2017 and then ongoing

5. Strengthen the technological support for students in their use of learning technologies	Determine the ability to centralise support mechanisms and resources to provide cross-campus and inter-campus support	Availability of support for educational technologies and range of support services available (including for extended teaching hours), student satisfaction with the services, and response times	ITGC; eTag, LTC & AC	Sem 1, 2017
	Introduce a Hotline to address technical trouble-shooting and technology updates	Hotline is available and satisfaction of students and staff is strong	eTag, LTC and ITGC	December 2017
	Develop monitoring, reporting and auditing processes to ascertain how long it takes to respond to requests for assistance	Tool developed	eTag and ITGC	December 2016
	Recruit a full time Learning Technologies Developer on each campus to support academics to use currently available technology and identify new	Two 0.6FTE Learning Technology Developers appointed on F and S campuses	LTO	June 2016
	Identify specific needs of students who live in rural and remote areas	Develop survey and report findings to eTag and LTC	LTO, eTag, LTC	June 2017
6. Communicate to staff and students the availability of UNDA's current educational technologies and process for their use	Obtain feedback from staff and students about effectiveness of current communication relating to educational technologies	Develop survey and report findings to eTag and LTC	eTag, LTC, LTO and ITGC	Semester 1, 2017
	Revise, expand and strengthen communication processes to ensure that staff and students are aware of the existence and availability of educational technologies	Revised processes communicated to students and staff	eTag, LTC, LTO and ITGC	March 2017

7. Ensure the physical teaching and learning spaces are equipped with appropriate infrastructure for supporting blended and transformative learning	Audit all teaching spaces for appropriate audio visual (and / or other technologies as deemed appropriate for the space) to support best practice teaching and learning	Percentage of teaching spaces on all campuses that are equipped with audio visual (and/or other technologies as deemed appropriate for the space and that will support best practice teaching and learning)	eTag, LTC, LTO, ITS	Semester 2, 2016 and ongoing
	Prepare relevant business cases to secure appropriate technologies for teaching spaces identified as requiring these	Business cases submitted	eTag, LTC, LTO, ITS and ITGC	Semester 1, 2017 and ongoing
	Install and maintain AV or other technologies approved for the teaching spaces identified	Technologies available commensurate with resourcing	ITS	Semester 2, 2016 and ongoing
8. Develop and implement opportunities for scholarship of learning and teaching in blended learning	Develop an institutional framework for quality learning and teaching that incorporates a focus on blended learning	Quality Learning Framework supported by Academic Council	LTO, LTC, AD (L&T), Deans	December 2016
	Review TOR for eTag to build capacity for leadership in blended learning	Revised TOR in place	PVCA (Academic); LTC Chair	Semester 1, 2016
	<ul style="list-style-type: none"> • Develop blended learning modules • Develop communities of practice in blended learning • Implement and support opportunities for staff to be involved in scholarship of learning and teaching in blended learning • Implement appropriate mentoring programs to develop effective leadership capacity in blended learning across all disciplines 	Staff satisfaction with internal continuing professional learning opportunities for blended learning (including communities of practice and forums)	<ul style="list-style-type: none"> • LTO develop blended learning modules • LTO Director and Manager meet with AD (L&T) on a quarterly basis and discuss blended learning • LTO to distribute relevant external learning and teaching opportunities • LTO to develop and deliver 'just in time, fit for purpose' workshops • LTO explore how to develop mentoring relationships 	Semester 2, 2016 and ongoing

	Identify and implement opportunities for academics to understand how blended learning can meet the needs of equity groups: students with low ATARS, students with disabilities, Indigenous students, and students living in rural and remote areas	Staff satisfaction with resources identified by the LTO; developed by the LTO and AESC; and internal and external continuing professional learning opportunities	LTO and AESC develop inclusive blended learning pedagogies and learning and teaching strategies	Semester 1, 2017 and ongoing
	Revise UCAC forms to ensure explicit identification of blended learning where appropriate	Gradual move towards more units being delivered in blended mode (where appropriate)	LTO Manager work with Chair of UCAC and Chair of LTC	Semester 1, 2017
9. Develop and embed opportunities for research into student-centred blended learning	Recruit, promote, and reward staff for research into student-centred blended learning activities and disseminate examples of good practice in research-informed blended learning	Number of internal and external awards, presentations; journal articles and texts evidencing scholarship of learning and teaching in blended Learning and research into student-centred blended learning	<ul style="list-style-type: none"> • LTO, eTag, LTC, Staffing to develop reward • LTO to seek out innovators and encourage and support academics to develop conference presentations and articles 	December 2017 and ongoing
10. Implement institutional benchmarking against the Australasian Council on Open, Distance and e-Learning (ACODE) benchmarks	Undertake self-assessment against the ACODE benchmarks and report outcomes and improvement opportunities; importantly, while our context may be specific, the benchmarking process provides us with a sector context	Outcomes of ACODE benchmarking	LTO & eTag produce ACODE benchmarking report to LTC & disseminate	September 2016

Objective 2: Develop staff capacity to integrate educational technologies into learning and teaching

Strategies	Actions	Measures	Responsibility	Due
1. Provide evidence-based evaluation to support best-practice blended learning	Develop a webpage and other resources to promote best practice blended learning	Webpage launched	LTO develop webpage where resources are housed	December, 2016 and ongoing
	Support academics to understand the pedagogy and delivery of blended learning: teacher presence is strong; the design of meaningful engaging activities are used; and social media is considered	LTO Webpage contains a Resource Section that includes a module on blended learning design	LTO develop blended learning module	December 2016 and ongoing
2. Provide continuing professional learning support to staff currently using blended learning and to those wishing to explore the option	<ul style="list-style-type: none"> Conduct needs analysis, review and update the professional development LTO functional plan to guide academic staff development in the use of new technologies and blended learning practices Develop, promote and deliver learning opportunities to enhance the development of blended learning knowledge 	Proportion of academic staff in each school participating in blended learning continuing professional learning (external and internal)	LTO, eTag survey and LTO review and implement PD	December, 2016 and ongoing
	Create Blackboard self-evaluation tool that supports blended learning design	Tool created	LTO to create self-reflection tool for Academics	Sem1, 2017
	Promotion of the use of Turnitin and provide support to academic staff on how to use this software to mark online	<ul style="list-style-type: none"> No. of staff attended Turnitin workshops; viewed resources Proportion of units using Turnitin 	LTO implement and support use of Turnitin	Semester 1, 2016 and ongoing
3. Develop self-access resources for staff continuing professional learning including micro-learning, just-in-time, and, social and informal learning opportunities	Webpage contains Self-access, self-paced resources for staff	No. of visits to LTO webpage	<ul style="list-style-type: none"> LTO develop webpage LTO develop Blended Learning modules 	December, 2016 and ongoing

4. Undertake iterative improvement in curriculum design and teaching practices and processes in a blended learning context	Revise UCAC/QMO processes to ensure that digital literacy is captured in the annual course reports	Process revised	QMO	Sem1, 2017
5. Provide continuing professional learning to academics and support staff in the use of Blackboard analytics	Conduct needs analysis, and develop and deliver a range of academic and support staff development opportunities in the use of Blackboard analytics	No. of staff attending PD opportunities in the use of Blackboard analytics	<ul style="list-style-type: none"> • eTag, LTC, LTO conduct needs analysis • LTO develop and deliver PD 	December, 2017
6. Information Technology Services (ITS) staff assist with general help questions about LMS	Determine availability of support from ITS staff for general questions about LMS	System in place	eTag ,LTC, LTO, ITS, ITGC	December, 2016
7. Reward best practice blended learning programs utilised at Notre Dame	Establish and promote mechanisms to reward and recognise good practice in blended learning across UNDA (eg establish a category in VC PELTS award; LTO award sponsored by industry	No. of staff nominating for awards for innovations in blended learning	eTag, LTC and LTO develop award criteria	December 2016

Objective 3: Enhance the quality and outcomes of the student learning experience

Strategies	Actions	Measures	Responsibility	Due
1. Provide student support for engagement with a blended learning environment and provide flexibility so that students can stay connected to UNDA during professional experience, WIL or immersion programs	Explore opportunities where technology can: bridge the many contexts within which students learn; build online professional identities and support work practices ¹	Report of the OLT project 'Enhancing Workplace Learning Through Mobile Technology' communicated to UNDA community	LTO, eTag, Library, ITS to develop and survey re satisfaction	Semester 2, 2017 and annually
	Develop a suite of student help resources, such as a webpage that meets a high industry standard	Student satisfaction with learning resources as evidenced <ul style="list-style-type: none"> by QILT data reports Student satisfaction with support resources <ul style="list-style-type: none"> Help webpage Library resources 	<ul style="list-style-type: none"> LTO, eTag, Library, AESC to develop resources QMO, LTO, eTag, Library, AESC ITS to develop and survey re satisfaction 	Semester 1, 2017 and annually
	Encourage the incorporation of social media as a learning and teaching tool	LTO Webpage includes a Resource Section that includes short user friendly resources on using social media	LTO	December 2016
2. Provide flexibility of learning experiences to support a diverse student population	Where relevant provide students with increased blended learning opportunities that support flexible learning and teaching opportunities	Student learning experience involving blended learning as evidenced by student progress, and other key measures against industry standards	QMO course reports and Registrar's Office for progression data	Semester 2, 2017
	Report on how blended learning can meet the needs of equity groups: students with low ATARS, students with disabilities, Indigenous students, and students living in rural and remote areas	eTag to develop and report to LTC	LTO, LTC, AESC	Sem 2, 2017
	Ensure that the need to retain excellent pastoral care is embedded into communication, continuing professional	Strategies to support pastoral care included in discussions around minimum presence	LTO, LTC, Student Engagement and Services	Currently and ongoing

¹ 'Enhancing Workplace Learning Through Mobile Technology'. OLT project conducted by Franziska Trede (Charles Sturt University), Peter Goodyear (The University of Sydney), Susie Macfarlane (Deakin University), Lina Markauskaite (The University of Sydney), Freny Tayebjee (Western Sydney University), Patricia Parish (Western Sydney University) and Celina McEwen (Charles Sturt University).

	learning, checklists and other resources to support blended learning			
3. Ensure Digital Literacies is incorporated into the Graduate Attributes	Advocate for the inclusion of Digital Literacies in the review of the Graduate Attributes	Digital Literacies identified in the review	LTC	December 2017
	Update Unit Outline template to include identification of specific digital literacy within the unit	Template modified	QMO	Semester 1, 2017
4. Provide students with scaffolded opportunities to apply digital technologies skills	Revise UCAC processes to ensure that digital literacy requirements are considered when approving new or revised units of study	UCAC forms modified	QMO	Semester 1, 2017
5. Strengthen and/or expand quality assurance mechanisms to cover blended learning practices	Ensure that course review processes include assessment of blended learning practices where appropriate	Course Review process modified	QMO	2017
	Implement peer review of units being delivered in blended mode for the first time to ensure alignment with good practice checklist	Checklist developed	LTO, eTag, LTC	Semester 1, 2017
	Ensure that the annual course monitoring process facilitates reflection and reporting on blended learning practices	Annual Course Monitoring process modified	QMO	2017
	Revise TPE and UCE instruments to include questions to students on the impact of blended learning activities	Instruments revised	QMO	2017
	Ensure that information about copyright requirements is embedded into communication, continuing professional learning, checklists and other resources to support compliance	Compliance requirements communicated	Library	2017 and ongoing