

A review of institutional performance in meeting the objectives of the University of Notre Dame Australia Blended Learning Strategic Plan 2016 – 2018

Prepared by The Learning and Teaching Office on behalf of the
Learning and Teaching Committee

Learning and Teaching Office

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Executive Summary

This report describes how well the University met the objectives of the Blended Learning Strategic Plan 2016 – 2018 (referred to as “the Plan” henceforth). Although the Plan formally concluded at the end of 2018, in order to provide a more up to date picture of the state of Technology Enhanced Learning (TEL), the report is informed by activities up to the end of July 2019. The data is drawn from the following:

1. The Learning and Teaching Office Academic Staff Reported Confidence in Using Technology Enhanced Learning Pedagogies and Blackboard 2019;
2. The Learning and Teaching Office Turnitin Survey 2018 Report;
3. The Information Technology Office Use of Blackboard by Academic Staff in 2018 Report;
4. Measuring the work of the Learning and Teaching Office – Annual Report 2018;
5. The Report on the Australasian Council on Open, Distance and e-learning (ACODE) Benchmarking 2018: Technology Enhanced Learning (TEL) at the University of Notre Dame Australia in comparison with the sector and recommendations for furthering TEL;
6. Practice wisdom/team reflection (“knowledge, often tacit, which we draw on when we make professional decisions, often developed in the workplace”, Barber & Stefani, 2016, p.248);
7. Analysis of survey feedback on scheduled Continuing Professional Learning activities using Survey Monkey;
8. Direct consultation with key staff; and
9. Unsolicited emails.

The role of learning technologies in facilitating quality learning experience continues to grow and is particularly important in supporting students, especially Generation Z and Millennials (Mahan & Clinchot, 2014; Seemiller & Grace, 2017). For example, the prevailing majority of current Australian undergraduate and postgraduate students consider online access to course content either important or very important (TechnologyOne, 2019). Furthermore, TEL is essential for flexible learning and must be recognised as fundamental to meeting the Objects of the University in regards to pastoral care for students.

The Blended Learning Strategic Plan was created to support the *University Learning and Teaching Plan 2014-2016* and ensure compliance with TEQSA Threshold Standards¹ in regards to information technology (Domain 2, s2.1), learning resources (Domain 3, s3.1) and physical resources and infrastructure that are fit for purpose requirements (Domain 3, s3.3). It was also an attempt to enable the University to meet TEQSA expectations of improving the quality of student experiences through the provision of more diverse content or the creation of more effective and accessible modes of delivery (2013, p.2). The Plan aimed at producing a range of benefits for all stakeholders: the institution (Objective 1); staff (Objective 2); and students (Objective 3). The three key outcomes of the Plan were tailored to address the matters and themes pertaining to each of the three stakeholder groups, and each Objective was supported by strategies and measures of success. This report outlines and analyses the institutional performance for each of the strategies and measures (Tables 1 to 3) and provides some recommendation for moving forward.

Although the University made substantial and sustained progress towards meeting its objectives as outlined in the Plan, there remain some significant gaps, especially in relation to exploring and measuring student satisfaction with TEL. This missing data limits the institutional capacity to judge its performance. Areas where performance appear to be low probably stem from TEL not being defined, and an absence of a top down approach in driving the implementation of the Plan. Furthermore, there was little opportunity for academics

¹The *Higher Education Standards Framework (Threshold Standards) 2015* (the Standards) sets out the requirements that a higher education provider must meet – and continue to meet – in order to be registered by the Tertiary Education Quality and Standards Agency (TEQSA) to operate in Australia as a provider of higher education (p. 9)

who champion TEL to be specifically recognised and/or rewarded for their innovative practice and this, along with the current academic evaluation processes, may dampen the enthusiasm of academics to try new things.

This report offers a series of recommendations aimed at increasing the adoption of TEL practices by academics, and thereby enhancing student learning outcomes. While it is acknowledged that a number of the recommendations are already underway, it is also important to capture such progress in order to track a clear quality practice feedback loop. The report maintains that a clear vision for TEL and the development of an evaluative learning and teaching framework that incorporates TEL, along with focused reward and recognition schemes for academics who use TEL would signal the importance of this area to the University community and would provide a clearer focus for the community to embrace. Amongst the much needed changes is the development and/or review of a number of University policies concerning data management, data privacy and intellectual property. There is also a need to revise the institutional governance processes for approval of software and tools, including the alignment of software licence requests across Schools/Areas. The development of an institutional peer review framework that includes the peer review of Blackboard sites should strengthen the culture of collaboration and peer learning. The Learning and Teaching Office (LTO) must also continue creating and promoting eResources to support Schools/Areas and their academics in the pursuit to enhance digital dexterity (where relevant) (JISC, n.d.; Huber & Shalvin, 2018).

The following outlines specific recommendations to enhance the use of TEL (where relevant) mapped against the University Learning and Teaching Plan 2019-2022:

Reporting Against the University of Notre Dame Blended Learning Strategic Plan 2014-2016: Closing the Loop

Recommended Actions Mapped to the Learning & Teaching Plan 2019-2022

Key Objectives and Actions	Recommended Actions Arising from the Review of the BLSP	Related Measures Identified in Learning and Teaching Plan	Accountability	Timeframe
<p>1.1 Review and embed graduate attributes that reflect the Catholic Intellectual Tradition</p> <p>Action: Review and embed graduate attributes that reflect the Catholic Intellectual Tradition</p>	<p>Ensure that digital dexterity (and digital literacy) is adequately addressed in the University Graduate Attributes</p> <p><i>NOTE: While the key objective is about Catholicity the review of the Graduate Attributes should consider digital dexterity</i></p>	Graduate attributes revised, approved and implemented	DVCA	2020
<p>1.3 Engage students as partners in governance and decision making</p> <p>Action: Create a holistic framework for ongoing evaluation and improvement of the student experience</p>	Include TEL related questions in Course Content Evaluations	<p>A quality review framework with associated policy and processes is in place for systematically analysing and addressing findings from student feedback obtained from multiple sources, including, but not limited to:</p> <ul style="list-style-type: none"> • QILT – Student Experience and Graduate Satisfaction surveys 	DVCA, Deans, QMO	2021
<p>1.6 Provide learning facilities and infrastructure that enhances student engagement and success</p> <p>Action: Ensure capital investment, campus planning and learning space design prioritises the student learning experience</p>	Move Blackboard to SaaS to allow the University to benefit from full access to institutional data in Blackboard	Student satisfaction with their learning environment and learning resources (SES Learning Resources Scale, Student focus-groups) is improved	PVCS&P, DVCA	2021
	Strengthen the infrastructure of the existing Blackboard (Bb) (or new) Learning Management System (LMS) and introduce new tools to ensure seamless integration of TEL (such as the system supporting video production improving accessibility of course content)		PVCS&P, DVCA	2021
	Strengthen the infrastructure of TEL tools outside of the LMS			
<p>Action: Provide appropriate learning technology infrastructure in all learning spaces (formal and informal)</p>	Ensure that the students are provided with the appropriate learning technology infrastructure in all learning spaces	Guidelines on minimum technology requirements for learning spaces developed, approved and implemented	DVCA, PVCS&P, ITO	2019
		Office of Strategy and Planning, Learning and Teaching Office and academic governance collaborates in planning learning spaces	PVCS&P, LTO, LTC	Ongoing

Action: Provide students with equitable access to high quality resources across all programs	Invest in audio-visual hardware and software to allow academics to create their own resources	Proposal for a lecture capture solution developed	DVCA, PVCS&P, ITO	2019
	Explore pedagogical approaches that provide students with greater flexibility and agency	Resources and Continuing Professional Learning that support academics to meet the needs of a diverse range of students are developed	LTO	2020
2.1 Reconceptualise the way the professionalisation of teaching is framed: Action: Strengthen the professionalisation of academics (as educator scholars) using reward and recognition schemes such as learning and teaching fellowships and internal and external award and grant programs	Create TEL reward and recognition schemes such as learning and teaching fellowships, internal and external awards and grant programs	Continuing Professional Learning for academics to develop learning and teaching fellowship portfolios is available	LTO	2021
		Number of staff applying for professional learning and teaching fellowships	Deans, LTO	2021
		Number of staff applying for internal and external award and grant programs	Deans, LTO	2021
2.3 Empower educators by engaging them in continuing professional learning: Action: Continue to create and evaluate opportunities for academic staff to participate in ongoing Continuing Professional Learning	Encourage academics to develop their digital dexterity	Number of academic staff engaged in accredited and unaccredited Continuing Professional Learning	Deans, LTO	2021
	Develop a repository of Notre Dame examples of good practice and innovation in TEL	Examples of good practice and innovation in learning and teaching available on the LTO website	Deans, LTO	2019
Action: Create and implement an institutional framework for engagement and support of sessional academics	Ensure that academic sessionals are adequately supported and encouraged to participate in TEL-related Continuing Professional Learning (CPL) activities	Number of sessional staff that participate in Continuing Professional Learning opportunities	LTO, Schools	2020
2.4 Establish a culture of collaboration and peer learning: Action: Develop and implement an institutional framework for the practice of peer review, evaluation and external referencing	Establish peer review of Bb sites as an important part of the wider peer review framework	Peer review framework including policy, procedures, guidelines and resources is developed and implemented	DVCA, LTO	2019
		Peer review occurring across Schools and campuses	Deans	2020
Action: Develop opportunities for communities of practice to facilitate collaboration within and across Schools	Establish a community of practice “for TEL champions”	Schools and cross-disciplinary communities of practice focused on enriching learning in place	Deans	2021

2.5 Develop and support educators in Technology Enhanced Learning (TEL) and other innovative learning and teaching practices: Action: Support staff to develop confidence adopting a blended learning approach and in using TEL	Develop and implement an institutional definition of TEL	An institutional definition of Blended Learning and TEL is developed	LTO, ITO	2019
	The LTO continue to create and promote TEL resources	Learning and teaching resources that support TEL are created	ITO, LTO	2019
	Establish a community of practice “for TEL champions”	Academic staff confidence in using TEL is increased	LTO	2020
	Encourage academics to develop their digital dexterity	Academic staff use of different types of TEL increases	ITO, LTO	2020
	Explore pedagogical approaches that provide students with greater flexibility and agency		ITO, LTO	2020
Action: Support staff to develop innovative learning and teaching practices	Create TEL reward and recognition schemes such as learning and teaching fellowships, internal and external awards and grant programs	Funds available to support innovation	DVCA, PVCS&P	2021
3.2 Strengthen institutional processes for continuing improvement of curriculum design and delivery: Action: Enhance collection, analysis and dissemination of data relating to the quality of student experiences and outcomes	Include TEL related questions in Course Content Evaluations	Annual cycle of program performance data reporting in place	QMO, Deans	2020
3.4 Ensure undergraduate and postgraduate programs meet current and future societal and industry needs: Action: Provide flexible delivery options that meet the learning needs of undergraduate and postgraduate students	Invest in audio-visual hardware and software to allow academics to create their own resources	The number of undergraduate courses that have a flipped curriculum (whereby lectures are accessed via reliable digital sources) increased.	Deans	2021

²“the ability and desire to exploit existing and emerging technologies for better business outcomes”: https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=2ahUKewijqc-Tiu7kAhU-ILcAHaxkDy8QFjAAegQIABAC&url=https%3A%2F%2Fwww.gartner.com%2Fbinaries%2Fcontent%2Fassets%2Fevents%2Fkeywords%2Fdigital-workplace%2Fpcc13%2F4_steps-infographics-3.pdf&usg=AOvVaw02oE1-wdXd52mxUhucib6B

Table 1: The performance and subsequent degree of completion of each strategy related to Objective 1.

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

#	Strategy	Measure	Performance	Degree of completion
1.1	Disseminate concepts and practices of blended learning at UNDA	Availability of educational technologies and range of support services available (including for extended teaching hours and learning technology developers to support academics), staff satisfaction with the services, and response times	<p>1.1.1. Bb is the adopted learning management platform, with Turnitin (TII) integrated into Bb to support academic integrity. Bb and TII are supported both by the LTO and the ITO. The LTO provides CPL opportunities for staff, including workshops, individual consultations and regular communications in regards to blended learning opportunities via email, FaceBook page for sessional academics, and Twitter, achieving a consistent pattern of strong satisfaction in 2018 (average = 90%) according to the surveys evaluating the satisfaction of workshop participants.³; The ITO provides support on technical matters via the dedicated email-based Bb service desk. The average response time is within two hours of receiving a request. A new, joint service desk where the LTO provides support for pedagogy and CPL-based requests was introduced recently and is functioning well;</p> <p>1.1.2. Two Learning Technologies Developers (1 FTE, Fremantle and 0.8, Sydney) are engaging with academics, both permanent and sessional, from 100% of Schools and in all three campuses</p> <p>1.1.3. Support for extended teaching hours: the face-to-face IT support is available between 8am and 5pm, but the teaching rooms have easy to follow instructions on how to use the set-ups. The LTO “Blackboard, Turnitin and Beyond (TEL) webpage” (referred to as the “LTO TEL web” henceforth) contains a bespoke repository of step-by-step how-to instructions and instructional videos.</p>	<p>Met</p> <p>Met</p> <p>Met</p>
1.2	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	Availability of resources to guide good practice in blended learning, as indicated by range of staff and other resources available	<p>1.2.1. The LTO TEL web was recently redesigned and split into four separate components to accommodate expanding eResources; the usage of the website is increasing, including increasing unique pageviews and significantly reduced bounce rate.⁴</p> <p>1.2.2. The ITO is currently working on strengthening institutional governance processes for approval of software and tools and aligning software licence requests across Schools/Areas</p>	<p>Met</p> <p>In progress</p>

³ Measuring the work of the Learning and Teaching Office – Annual Report 2018

⁴ The Learning and Teaching Office Academic Staff Reported Confidence in Using Technology Enhanced Learning Pedagogies and Blackboard 2019

		services, and response times		
1.6	Communicate to staff and students the availability of UNDA's current educational technologies and process for their use	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)	<p>1.6.1. It was not possible to report on the percentage of teaching spaces on all campuses that are equipped with audio visual at this time</p> <p>1.6.2. In 2017 and 2018, the LTO worked with the ETAG and the Library to produce the Catalogue of TEL Software tools to support academic staff in locating and using TEL resources beyond Bb and TII. Although the Catalogue was developed and built online⁹, it was never formally rolled out due to the lack of clear data-related policies and the lack of formal process for requesting software licences. <i>As per 1.2.2. above</i>, the ITO is currently working on strengthening institutional governance processes for approval of software and tools and aligning software licences requests across Schools/Areas. Also, as per 1.4.1., a number of related policies concerning data management, data privacy and intellectual property, are currently either under review or in development.</p> <p>1.6.3. <i>As per 1.2.1.</i>; the LTO TEL web was recently redesigned and split into four separate components to accommodate for the expanding creation of bespoke eResource; the usage of the website is increasing, including increasing unique pageviews and significantly reduced bounce rate.</p> <p>1.6.4. Communications to staff: The LTO regularly communicates TEL-related information to all academic staff via periodic emails, LTO Bulletin, FaceBook for sessional staff, posters (displayed in all Schools/Areas in Fremantle and Sydney), and the LTO twitter account</p> <p>1.6.5. The ITO typically communicates to students in collaboration with Schools that participate in current educational technologies available, or those that are implementing new educational technologies.</p>	<p>Not met</p> <p>Met</p> <p>Met</p> <p>Met</p>
1.7	Ensure the physical teaching and learning spaces are equipped with appropriate infrastructure for supporting blended and transformative learning	Staff satisfaction with internal professional development opportunities for blended learning	<p>1.7.1. <i>As per 1.1.1. above</i>, the LTO provides CPL opportunities for academics, including workshops, individual consultations and regular communications in regards to blended learning via email, FaceBook page for sessional academics, and Twitter, achieving a consistent pattern of strong satisfaction in 2018 (average = 90%) according to the surveys evaluating the satisfaction of workshop participants.</p> <p>1.6.6. See 1.6.1. above</p>	Met

⁹ See <http://library.nd.edu.au/tel/home>

1.8	Develop and implement opportunities for scholarship of learning and teaching in blended learning	Gradual move towards more units being delivered in blended mode (where appropriate)	<p>1.8.1. In 2017, the LTO established as part of the Educator Scholar Conference, a new Scholarship of Teaching and Learning (SoTL) Award for a project demonstrating student learning through the use of TEL</p> <p>1.8.2. Only a very small number of courses have moved towards a blended mode of delivery so far</p>	<p>Met</p> <p>In progress</p>
1.9	Develop and embed opportunities for research into student-centred 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	1.9.1. The award established by the LTO and mentioned above (Strategy 1.8.1) appears to be the only one explicitly promoting TEL and BL to date.	Not met
1.10	Implement institutional benchmarking against the Australasian Council on Open, Distance and e-Learning (ACODE) benchmarks	Outcomes of ACODE benchmarking	1.10.1. The 2018 ACODE benchmarking process suggests that ND is generally in step with current sector practice. Nevertheless, there are still many areas the sector as a whole needs to improve upon, including the application of TEL services (Benchmark 4), staff support for the use of TEL (Benchmark 6) and student training for the effective use of TEL (Benchmark 7). ¹⁰	Met

¹⁰ Australasian Council on Open, Distance and e-learning (ACODE) Benchmarking 2018: Technology Enhanced Learning (TEL) at the University of Notre Dame Australia in comparison with the sector and recommendations for furthering TEL

Table 2: The performance and subsequent degree of completion of each strategy related to Objective 2.

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

#	Strategy	Measure	Performance	Degree of completion
2.1	Provide evidence-based evaluation to support best-practice blended learning	Proportion of academic staff in each School participating in blended learning professional development (external and internal)	<p>2.1.1. There is no current internal mechanism to evaluate academic practices in BL and TEL, but the LTO is developing a framework for peer review process which will also include the peer review of Bb sites.</p> <p>2.1.2. In 2018, the LTO, LTDs delivered customised Bb presentations on basic tools to 30% of Schools/Areas and customised presentations on 'more sophisticated' tools was delivered to 10% of Schools/Areas to meet the needs of early adopters/champions of TEL. Surveys evaluating the satisfaction of participants demonstrated a consistent pattern of strong satisfaction (average = 90%) on a global scale, with over 90% of participants confirming their willingness to recommend the CPL sessions to another colleague.¹¹</p> <p>2.1.3. Support for TEL is increasing: the 2018 Pedagogy and Bb Confidence survey indicated that 70% of respondents strongly agree or agree that TEL is valuable to their teaching, the figure that grew to 92% in 2019.¹²</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>
2.2	Provide professional development support to staff currently using blended learning and to those wishing to explore the option	Staff satisfaction with internal professional development opportunities for blended learning (including communities of practice and forums)	<p>2.2.1. As per 2.1.2. and 2.1.3;</p> <p>2.2.2. The LTDs also offer individual consultations on learning technologies, with an increasing number of academics taking advantage of this support, with unsolicited responses demonstrating high levels of satisfaction with the service¹³</p> <p>2.2.3. As per 1.1.1., the LTO provides CPL opportunities for staff, including workshops, individual consultations and regular communications in regards to blended learning opportunities via email, FaceBook page for sessional academics, and Twitter, achieving a consistent pattern of strong satisfaction in 2018 (average = 90%) according to the surveys evaluating the satisfaction of workshop participants.</p>	<p>Met</p> <p>Met</p>

¹¹ Measuring the work of the Learning and Teaching Office – Annual Report 2018

¹² Confidence in Using Technology Enhanced Learning Pedagogies and Blackboard 2019

¹³ Measuring the work of the Learning and Teaching Office – Annual Report 2018

2.3	Develop self-access resources for staff professional development including micro-learning, just in time, and, social and informal learning opportunities	Number of staff participating in Turnitin workshops and the proportion of units using Turnitin	<p>2.3.1. The LTO produced a number of micro-modules that are nearly ready to be rolled out;</p> <p>2.3.2. More micro-modules are in development;</p> <p>2.3.3. The 2018 TII survey showed an increase in respondents using TII, from 55% to 65%. Moreover, academics increasingly reported using TII to educate students about academic integrity and academic writing increasing from 79% to 85%.¹⁴</p> <p>2.3.4. TII workshops were conducted for 30% of Schools/Areas, with 90% satisfaction rates.¹⁵</p>	<p>In progress</p> <p>In progress</p> <p>In progress</p>
2.4	Undertake iterative improvement in curriculum design and teaching practices and processes in a blended learning context	Number of visits to the Learning and Teaching Office webpage	<p>2.4.1. As per 1.2.1., the LTO TEL web was recently redesigned and split into four separate components to accommodate expanding eResources; the usage of the website is increasing, including increasing unique pageviews and significantly reduced bounce rate.¹⁶</p> <p>2.4.2. Iterative improvement in curriculum design and teaching practices and processes in a blended learning context are evident in the growing interest of academic staff in utilising TEL in their teaching and growing levels of confidence in the basic use of TEL and TII. However, academics also report that they have poor skills especially in using more advanced technological tools, as well as a rudimentary understanding of more nuanced pedagogical aspects of TEL.¹⁷</p>	<p>Met</p> <p>In progress</p>
2.5	Provide professional development to academics and support staff in the use of Blackboard analytics	Number of staff attending professional development opportunities in the use of Blackboard analytics	<p>2.5.1. Two sessions regarding Bb analytics for early adopters were run on each campus in 2018¹⁸</p> <p>2.5.2. The LTO TEL web contains a page dedicated to analytics; 86 pageviews were generated in the first four months (mid-February to mid-June) 2019</p>	In progress
2.6	Information Technology Services (ITS) staff assist with general help questions about Learning Management System	System of IT support in place	2.6.1. As per 1.1.1. The ITO provides support on technical matters via the dedicated email-based service desk.	Met

¹⁴ The Learning and Teaching Office Turnitin Survey 2018 Report

¹⁵ Measuring the work of the Learning and Teaching Office – Annual Report 2018

¹⁶ The Learning and Teaching Office Academic Staff Reported Confidence in Using Technology Enhanced Learning Pedagogies and Blackboard 2019

¹⁷ The Learning and Teaching Office Academic Staff Reported Confidence in Using Technology Enhanced Learning Pedagogies and Blackboard 2019

¹⁸ Measuring the work of the Learning and Teaching Office – Annual Report 2018

2.7	Reward best practice blended learning programs utilised at UNDA	Number of staff nominating for awards for innovations in blended learning	<p>2.7.1. At this point of time, the Educator Scholar Conference TEL award (see 1.8.1.) is the only award of its kind. No other awards for innovations in BL are offered.</p> <p>2.7.2. The use of blended learning by academics and its impact on student learning is not currently measured in either TPEs or CCEs.</p>	<p>Not met</p> <p>Not met</p>
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Table 3: The performance and subsequent degree of completion of each strategy related to Objective 3.

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

#	Strategy	Measure	Performance	Degree of completion
3.1	Provide student support for engagement with a blended learning environment and provide flexibility so that students can stay connected to UNDA in an online-based community during professional experience, WIL or immersion programs	Student satisfaction with learning resources	<p>3.1.1. As per 1.5.1., the LTO TEL web contains a selection of guides for students¹⁹; the Library's AskUs database also contains a number of Blackboard- and Turnitin-related FAQs²⁰ for students jointly developed by the LTO, ITO and the Library.</p> <p>3.1.2. A number of Schools developed Bb community courses that are maintained outside of time periods to allow the students an ongoing access for the duration of their WIL or professional experience component.</p> <p>3.1.3. As per 1.5.2., student satisfaction with BL, TEL and support and use are not currently measured in either TPEs or CCEs</p>	<p>In progress</p> <p>In progress</p> <p>Not met</p>
3.2	Provide flexibility of learning experiences to support a diverse student population	Optimal enhanced student learning experience involving blended learning as evidenced by student progress, and other key measures against industry standards	3.2.1. Although a number of courses embraced BL (e.g., Core Ethics and Theology taught by the School of Philosophy and Theology, Fremantle), the use of blended learning or TEL is not currently measured at the level of student progress. Incorporation of TEL-related questions into both TPEs and CCEs will allow academics to start measuring the direct impact of unfolding TEL strategies on student learning experience.	Not met
3.3	Ensure digital literacies are incorporated into the Graduate Attributes	Student satisfaction with educational technologies as evidenced by UCE and UES evaluations	<p>3.3.1. The current Graduate Attributes do not explicitly support digital literacy, although "information skills" are listed under Communication²¹</p> <p>3.3.2. The existing CCE does not include any questions assessing student satisfaction with educational technologies</p>	<p>Not met</p> <p>Not met</p>
3.4	Provide students with scaffolded opportunities to apply digital technologies skills		3.4.1. Growing number of courses are using different aspects of TEL to introduce a variety of online tools, e.g. assessment, providing students with the opportunity to apply digital technologies skills	In progress
3.5	Strengthen and/or expand quality assurance mechanisms to cover blended learning practices		<p>3.5.1. Participation in ACODE benchmarking process;</p> <p>3.5.2. The LTO's CPL framework;</p> <p>3.5.3. A peer review framework including peer review of Bb sites is in development by the LTO (see 2.1.1.)</p>	<p>Met</p> <p>Met</p> <p>In progress</p>

¹⁹ See <https://www.notredame.edu.au/staff/work/LTO/cpl/technologies/course-and-content>

²⁰ See <http://askus.library.nd.edu.au/search/?t=0&q=Blackboard>

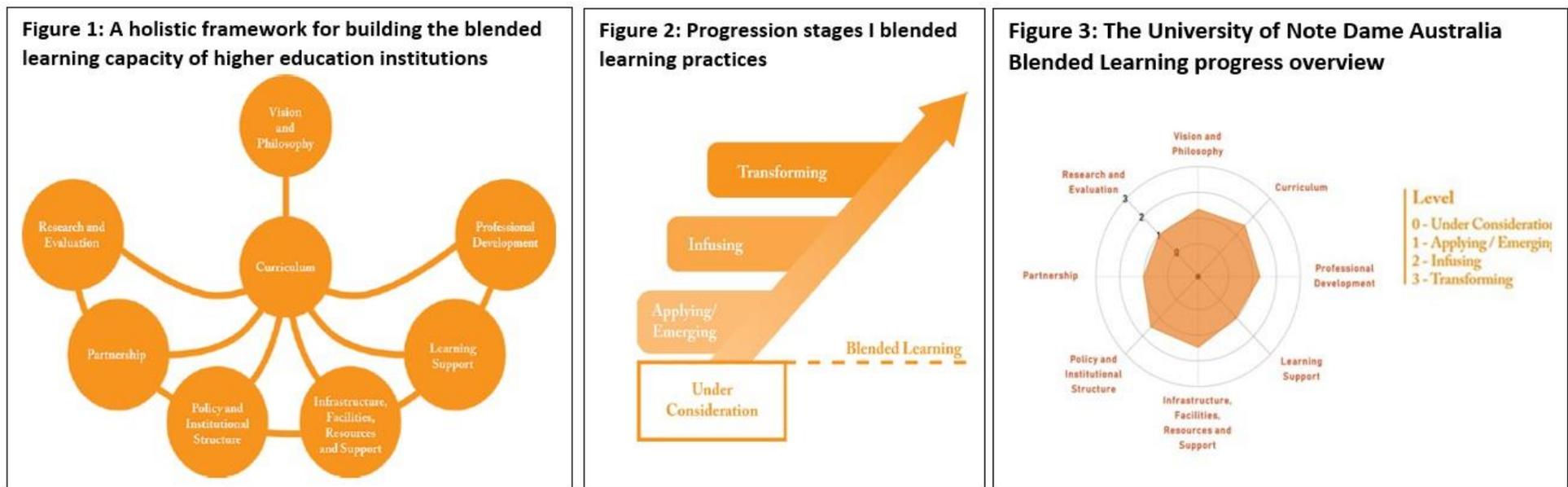
²¹ See <https://www.notredame.edu.au/about/learning-and-teaching-at-notre-dame/graduate-attributes>

UNESCO Blended Learning Self-Assessment Tool for Quality Higher Education in Asia-Pacific²²

The following framework is offered as an alternative tool for measuring the institutional progress in the TEL space.

The framework is based on UNESCO publications and was developed as an online self-assessment for Higher Education Institutions (HEIs) to enhance their understanding of blended learning, to promote the quality of higher education in Asia Pacific and to provide HEIs with the opportunities to enhance the quality of learning and teaching and institutional governance.

The framework consists of eight strategic dimensions (see Figure 1), each defined as a series of progressive stages (Figure 2). The current Notre Dame position is depicted in Figure 3. On analysis it appears that most of strategic dimensions fall between applying/emerging and infusing progression stages:



The next step involves identifying the gaps and areas for improvement with respect to each sub-dimension (focal point) and strategic planning on addressing the gaps by either developing new strategies or revising the existing ones. The table in Appendix 1 provides definitions for each strategic sub-dimension. This was considered in the development of the recommendations outlined in this report.

²² <https://blendedlearning.bangkok.unesco.org/dynamic/>

Conclusion and Recommendations

The role of learning technologies in providing our students with quality learning experience continues to grow and expand, both in scope and magnitude. Earlier this year, Campus Morning Mail reported that a study with 1,000 current Australian undergraduate and postgraduate students revealed that a large majority of respondents consider online access to course content either important or very important, with nearly 60% of all participants wanting to study either entirely online or via blended learning.²³ Moreover, learning technologies are especially important given that the current generation of student (Millennials and Generation Z) are reported to prefer personalised, self-directed, TEL (Mahan & Clinchot, 2014²⁴; Seemiller & Grace, 2017²⁵). It is also important to acknowledge that blended learning is essential for accessibility and, consequently, must be recognised as fundamental to pastoral care.

Although the University made substantial and sustained progress towards meeting its objectives as outlined in the Plan, there remain some significant gaps, especially in relation to exploring and measuring student perceptions and their satisfaction with TEL and blended learning (Objective 3). Not including TEL-related questions in the current CCE evaluations limits the institutional capacity to uncover potential areas of weaker performance. This is important given that QILT (Federal Government's Quality Indicators for Learning & Teaching) Student Experience Survey data is slightly below national average in regards to "Learning Resources" (82.2% compared to the national average of 83.9%).^{26 27}

²³ <https://campusmorningmail.com.au/news/study-options-students-want/> &

https://www.technologyonecorp.com/data/assets/pdf_file/0004/108274/DSN19_146_Student_Survey_Results_Report_04.pdf

²⁴ Mahan, J. & Clinchot, D. (2014). Why medical education is being (inexorably) re-imagined and re-designed. *Current Problems in Pediatric and Adolescent Health Care*, 44(6), 137-40. doi: 10.1016/j.cppeds.2014.01.002

²⁵ Seemiller, C., & Grace, M. (2017). Generation Z: Educating and Engaging the Next Generation of Students. *About Campus*, 22(3), 21–26. <https://doi.org/10.1002/abc.21293>

²⁶ <https://www.qilt.edu.au/institutions/list/institution/the-university-of-notre-dame-australia?ca=learning-resources>

²⁷ Radloff, A., Coates, H., James, R. & Krause, K. (2012). *Report on the development of the 2011 University Experience Survey*. Accessed on 30/08/2019: https://www.qilt.edu.au/docs/default-source/ues-national-report/report-on-the-development-of-the-university-experience-survey/ues2011developmentreporte12d8591b1e86477b58fff00006709da.pdf?sfvrsn=afc5e13c_4

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Appendix 1: Definitions of sub-dimension of UNESCO Blended Learning Self-Assessment Tool

Dimension	Sub-dimensions (Focal Points)	Definition
1. Vision and Philosophy	A. Vision B. Underlying philosophy C. Reconsidering the role of blended learning in HEIs	<ul style="list-style-type: none"> - The institutional vision can explain and help transform TEL environments for the purpose of student engagement and the development of 21st century competencies; - The underlying philosophy for BL is to enhance students' competencies for identifying problems and inquiring about solutions; - The role of BL should be aligned to meet the HEIs' educational focus to develop students' 21st century competencies.
2. Curriculum	A. Curriculum B. Assessment	<ul style="list-style-type: none"> - Curriculum involves a systematic and intended packaging of competencies that learners should acquire through organised learning experiences both in formal and non-formal settings, guiding what will be learned, when and how the learning is facilitated; - Assessment is an essential part of the curriculum, including monitoring educational improvements.
3. Professional Development	A. Conducting conditions for blended learning professional development B. Nurturing environment with mentoring and peer coaching C. Professional development culture	<ul style="list-style-type: none"> - Teaching staff understand BL and equip themselves with necessary skills to use online technologies to engage students. Further, teaching staff have a supportive environment with effective reward and incentive schemes and peer support; - The environment can be programs with collaborative processes based on help, trust and personal relationships, meeting the individual needs for blended learning professional development of faculty; - Teaching staff have a fundamental understanding that professional development is a lifelong processes and that knowledge and skills must be continuously updated to effectively engage students in their learning.
4. Learning Support	A. Learning support	<ul style="list-style-type: none"> - Teaching staff could support students by ensuring access to digital devices, technical support and educational guidance about BL tools.
5. Infrastructure, facilities, resource & support	A. Infrastructure, facilities and resources B. Technical and service support	<ul style="list-style-type: none"> - Ensuring adequate investments and maintenance of physical infrastructure; - Students can access services provided by a team of technicians and perhaps learning technologists with necessary skills and experience.
6. Policy and Institutional Structures	A. Policy B. Institutional structure	<ul style="list-style-type: none"> - Such as a BL master plan and corresponding policies, specific guidelines and mechanism to encourage teaching staff to engage in BL; - An effective institutional structure established to lead and support BL.
7. Partnership	A. Internal partnerships B. External partnerships	<ul style="list-style-type: none"> - Internal partnerships can be strengthened by involving faculties working together with the technology and teaching/learning support units to promote and support BL practices. It includes inter-faculty collaboration and interinstitutional exchanges or consortiums; - Such as consultations and dialogue with the government to work out a scalable funding mechanism, as well as collaboration with private sector partners to ensure access to quality tools.
8. Research and Evaluation	A. Research B. Evaluation	<ul style="list-style-type: none"> - Conducting course-level research to explore the use of BL; - Regular evaluations can help to monitor overall performance objectives and institution-wide outcomes from BL.