

Prepared by representatives from the Learning and Teaching Office, Learning and Teaching Committee, and the Program and Course Accreditation Committee for Academic Council, June 2020

Defining terms commonly used in education under the umbrella of Technology Enhanced Learning (TEL)

Recent discussions in a number of different fora across the University have identified that terms used in discussions about the delivery of Programs and Courses both during COVID and as part of future planning, are used interchangeably and the understanding of terms is variable. This is not surprising, given that while TEL is defined in the [TEQSA \(2019\) Guidance Note](#), there is no agreement on the definition for the learning that exists between face-to-face and fully online learning. In 2016 the “University Blended Learning Strategic Plan 2016 – 2018” defined “blended learning” in the broadest sense: the “thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008, p. 5) (see Appendix A for the Plan).

While many of the targets were achieved (see [Blended Learning Strategic Plan Report to AC 2019](#)), there were some challenges to implementing the Plan. Anecdotally, amongst these were that some academics interpreted blended learning as having to move their face-to face teaching to the online space. While unexpected, this makes sense given the deeply held tradition of face-to-face teaching and opportunities for community. As a result, and in line with the sector at that time, the term Technology Enhanced Learning (TEL) was adopted in 2018. This gave academics reassurance that their agency to determine the appropriate pedagogy and face-to-face delivery was not under threat. Another barrier to implementing the plan was the limited technology infrastructure.

In 2020, it is important that staff share a common language to allow for the University’s digital enterprise to progress smoothly. The table below provides an evidence-based snapshot of terms commonly used in the sector, their interchangeable equivalents and definitions.

There are also a number of other considerations to keep in mind. In the shift to different types of delivery the University must meet the [Higher Education Standards](#). It is also important to recognise that in the shift, Program developers need to make deliberate pedagogical decisions about program delivery that meet particular learning needs and professional and/or disciplinary standards. This means that a single approach is unworkable. In addition, the Program and Course Accreditation Committee (PCAC) must be able to determine clearly that students are able to meet the requisite Higher Education standards as part of the Committee’s due diligence in the approval processes. That needs academics to have a common understanding and use definitions consistently.

Term	Also referred to as	Definition/Notes
Blended learning	<ul style="list-style-type: none"> • Blended delivery (TEQSA 2019) • Hybrid learning • Mixed-mode learning • Flexible learning (Smith & Hill, 2019, p.390) • Blended pedagogies • Blended teaching (Oliver & Trigwell, 2005, p. 21) 	<ul style="list-style-type: none"> • No commonly accepted definition (Smith & Hill, 2019) • Broad definition: the “thoughtful fusion of face-to-face and online learning experiences” (Garrison & Vaughan, 2008, p. 5) • A pedagogical approach that combines synchronous and asynchronous delivery modes to increase levels of interaction between educators and students (Medina, 2018, p.42)
eLearning		See TEL

Emergency remote teaching		Temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances (Hodges, Moor, Lockee, Trust & Bond, 2020)
Flipped model	Flipped learning, flipped classroom	Pedagogical approach in which students encounter course content on their own before participating in educator facilitated active learning activities with their peers (Bergmann & Sams, 2007)
Online learning		Fully online learning programs "do not require participants to be on campus for course-related purposes, except by choice to use extra-curricular resources. In these programs, individuals engage in learning activities in a shared "digital space" using a mix of synchronous and asynchronous affordances." (Blayone, vanOostveen, Barber, DiGiuseppe & Childs, 2017, p.1)
Hybrid flexible approach	<ul style="list-style-type: none"> • HyFlex • Hybrid-Flexible (Beatty, 2019) • Blended synchronous learning (Bower, Dalgarno, Kennedy, Lee & Kennedy, 2014) 	<ul style="list-style-type: none"> • An approach that has been tried with little success as it requires sophisticated equipment and clearly delineated learning paths that students nominate before course commencement, i.e. it requires excellence in delivery of all three delivery options during a teaching period 1) online, 2) face-to-face and 3) blended-learning. • "multi-modal courses which combine online and on ground (classroom-based) students" (Beatty, 2019, p.2) • Learning and teaching where remote students participate in face-to-face classes by means of rich-media synchronous technologies such as video conferencing, web conferencing, or virtual worlds (Bower, Dalgarno, Kennedy, Lee & Kennedy, 2014)
Hybrid learning		See Blended learning
Mixed-mode		See Blended learning
Social media		<ul style="list-style-type: none"> • "a variety of networked tools or technologies that emphasise the social aspects of the internet as a channel for communication, collaboration and creative expression" (Dabbagh & Kitsantas, 2011, p. 1) • Includes Facebook & Twitter, but also 13 different subtypes including blogging networking, forums, photo sharing, collaboration service and product reviews, research networks, video sharing, virtual worlds (Aichner & Jacob, 2015). • Key characteristics is the ability to produce and consume content in a networking environment (Willems, Adachi, Bussey, Doherty & Huijser, 2018)
Social networking		"The use of dedicated websites and applications to interact with other users, or to find people with similar interests to one's own" (Oxford Online Dictionary)
TEL (Technology Enhanced Learning)	<ul style="list-style-type: none"> • e-Learning (TEQSA 2019) 	"any learning that occurs through the application of electronic communications and computer-based educational technology, combined with pedagogical principles and practices that are applicable to and tailored for this purpose. This might range from augmenting face-to-face teaching with TEL in a limited way, through 'blended delivery' (with a more equal mix of the two) to fully 'online' delivery." (TEQSA, 2019, p.1)
Face-to-face learning and teaching		The educator and learners are in the same geographical location at the same time. When the educator and learners are together at the same time through a technological interface, they are in the virtual world. This latter scenario is defined as online synchronous learning.

While “hybrid” is a term that is gaining some currency in the sector, it is not different to “blended-learning”. “Instead, “blended-learning”, as is defined below is thought to best describe the opportunities that the University hopes to provide now and into the future: “[a] **pedagogical approach that combines synchronous and asynchronous delivery modes to increase levels of interaction between educators and students**” (Medina, 2018, p.42).

To support the University’s digital enterprise the following recommendations are offered:

Recommendations:

- 1) The University adopt the following terms:
 - a) Technology Enhanced Learning
 - b) Online learning
 - c) Blended learning
 - d) Flipped learning
 - e) Social media
 - f) Social networking
 - g) Face-to-face learning and teaching
- 2) That these terms be adopted by the University to inform the ongoing development of learning and teaching and the associated infrastructure to support TEL
- 3) The University include a range of TEL options of delivery and these be reflected in program documentation and approval processes.
- 4) All relevant policies be revised within a timeframe (e.g. social media policy)
- 5) PCAC policy, procedures, templates to include different delivery options be revised
- 6) The course outline template be revised to include different delivery options

References:

- Aichner, T., & Jacob, F. (2015). Measuring the degree of corporate social media use. *International Journal of Market Research*, 57(2), 257–275. <https://doi.org/10.2501/IJMR-2015-01>
- Beatty, B. J. (2019). *Hybrid-Flexible Course Design: Implementing student-directed hybrid classes* (1st ed.). EdTech Books. Retrieved from <https://edtechbooks.org/hyflex>
- Bergmann, J., & Sams, A. (2007). Flip your classroom: Reach every student in every class every day. Retrieved from <https://ebookcentral.proquest.com>
- Blayone, T., vanOostveen, R., Barber, W., DiGiuseppe, M. & Childs, E. (2017). Democratizing digital learning: theorizing the fully online learning community model. *International Journal of Educational Technology in Higher Education*, 14 (13), 1-16. <https://doi.org/10.1186/s41239-017-0051-4>
- Bower, M., Dalgarno, B., Kennedy, G., Lee, M. & Kenney, J. (2014). *A Handbook for Educators*. Australian Government: Office for Learning & Teaching. Retrieved from: <https://blendsync.org/handbook>
- Dabbagh, N., & Kitsantas, A. (2011). Personal learning environments, social media, and self-regulated learning: A natural formula for connecting formal and informal learning. *The Internet and Higher Education*. <https://doi.org/10.1016/j.iheduc.2011.06.002>
- Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles and guidelines*. San Francisco: Jossey-Bass.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *EDUCAUSE Review*. Retrieved from <https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning>
- Cuesta Medina, L. (2018). Blended learning: Deficits and prospects in higher education. *Australasian Journal of Educational Technology*, 34(1) doi:10.14742/ajet.3100
- Oliver, M., & Trigwell, K. (2005). Can “blended learning” be redeemed? *E-Learning*, 2(1), 17–26. doi:10.2304/elea.2005.2.1.2
- Oxford Online Dictionary. Retrieved from https://www.lexico.com/definition/social_networking
- Smith, K. & Hill, J. (2019). Defining the nature of blended learning through its depiction in current research, *Higher Education Research & Development*, 38:2, 383-397, DOI: 10.1080/07294360.2018.1517732
- TEQSA Guidance Note: Technology-Enhanced Learning, 11 April 2019. Retrieved from <https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning>
- Willems, J., Adachi, C., Bussey, F., Doherty, I., & Huijser, H. (2018). Debating the use of social media in higher education in Australasia: Where are we now? *Australasian Journal of Educational Technology*, 34(5), 135-149. <https://doi.org/10.14742/ajet.3843> Aichner & Jacob, 2015.