



PVC Education

Guidelines for Design and Delivery of blended online courses

Purpose of these guidelines

The content, learning activities and assessment tasks in programs and courses need to be designed to facilitate student learning. Whether academics are involved in a new program or course design or a review and revitalisation of an existing program and course, the use of digital and online opportunities will be part of the design thinking.

As you approach the design, development and delivery stages for new or existing programs and courses, this set of principled guidelines will assist you to provide students with a stimulating and productive learning experience.

These guidelines apply to fully online, blended or digitally augmented programs and courses. They particularly apply to situations where you are moving from a traditional face to face situation to one that allows you and your students to engage more productively with the digital or online environment.

These guidelines provide approaches to designing online activities that are based on the literature, the Scientia Education Experience and the UNSW RASE Course Design Model and have been shown to enhance student engagement and learning.

These guidelines also acknowledge that there will be some disciplinary differences in how some online learning activities and assessments are implemented and schools and faculties will have additional approaches to good practice facilitating high quality learning.

3 principles will guide the development of online content for any course

Principle 1

Online content and learning activities will aim to be as simple and cost effective as possible, whilst providing maximum opportunities for enhancing active learning and facilitating the implementation of the Scientia Education Experience and the RASE Course Design Model.

Principle 2

Online learning environments will encourage interactions between students and facilitate collaborative learning.

Principle 3

Online and face to face learning environments will be integrated and facilitate a cohesive experience for students.

PVCE Online Design and Delivery Guidelines (1/2)

	Context	Things to do	Things to avoid
Communication	Verbal announcements in face to face sessions	<ul style="list-style-type: none"> • Post regular announcements updating students on events, timelines or resources – this establishes your presence in the online environment • Ensure students know when they can contact a staff member and when they will receive a response • Create a Forum or Advance Forum in Moodle 	<ul style="list-style-type: none"> • Absence of teacher presence in the online environment
Content	Lectures	<p>Delivery:</p> <ul style="list-style-type: none"> • Audio narrated presentations or videos of lectures linked to specific student activities (move away from 1 hour or longer videos to 5-10 minutes presentations) • Lecture Recording+ where this uses active learning strategies and promotes student participation • Students required to summarise key concepts, points or theories and discuss or debate online • Consider development of SmartSparrow adaptive learning activities • Create a Blog so that students can reflect on the content <p>Content:</p> <ul style="list-style-type: none"> • Link content to formative assessment activity and provide automated feedback for students on the key concepts, theories or ideas • Ensure you understand copyright requirements when uploading content to your online site <p>Moodle resources:</p> <ul style="list-style-type: none"> • Use the Lesson feature in Moodle to link content with an activity • Use the Media Collection in Moodle (linked to theBox) to allow students to upload media and “like” it • Use the Book resource in Moodle to create online resources linked to an index 	<ul style="list-style-type: none"> • Static PDFs or PPTs of content that are not linked to an activity that allows students to create an artifact • Standalone content that is not linked to the other parts of the course • Longer videos where 5-10 minutes presentations would be more effective in engaging students

Online Design and Delivery Guidelines (2/2)

		Things to do	Things to avoid
Feedback and dialogue	Tutorials, workshops	<ul style="list-style-type: none"> Consider short synchronous sessions using Blackboard Collaborate or Collaborate Ultra and allowing students to create their own virtual classroom sessions for group discussions Create a Q&A Forum where students and tutors can post questions and responses Create a Forum/ Advance Forum or a chat session in Moodle Use the Choice feature in Moodle to ask students their preferences for a topic or activity Create a Dialogue in Moodle when you want to interact with a single student Students required to summarise key concepts, points or theories and discuss or debate online Encourage students to use BluePulse to provide timely feedback on any issues 	<ul style="list-style-type: none"> Absence of teacher presence in the online environment Static content such as just answers to tutorial questions without some options for student discussions
Collaborative learning	Studios, workshops	<ul style="list-style-type: none"> Although much can be done inside Moodle, other tools are available for use, such as SmartSparrow and OpenLearning. These do not replace Moodle as the UNSW supported learning management system, but can be used to complement Moodle Use the Media Collection in Moodle (linked to theBox) to allow students to upload media and “like” it Create a wiki in Moodle and allow students to co-create a web activity 	<ul style="list-style-type: none"> Absence of teacher presence in the online environment Static pdfs or PowerPoints of content that are not linked to an activity that allows students to create an artifact
Assessment	Formative and summative assessment	<ul style="list-style-type: none"> Link content to formative assessment activity and provide automated feedback for students on the key concepts, theories or ideas Ensure all summative assessment material is archived in Moodle and marks or grades are in the Moodle Grade Centre 	<ul style="list-style-type: none"> Absence of formative opportunities for students to receive feedback

Online Design and Delivery Examples (1/2)

	Things to do	Example
Communication	<ul style="list-style-type: none"> • Post regular announcements updating students on events, timelines or resources – this establishes your presence in the online environment • Ensure students know when they can contact a staff member and when they will receive a response • Create a Forum or Advance Forum in Moodle 	<ul style="list-style-type: none"> • Communicating with students in Moodle (https://teaching.unsw.edu.au/moodle-choose-how-communicate-students)
Content	<p>Delivery:</p> <ul style="list-style-type: none"> • Audio narrated presentations or videos of lectures linked to specific student activities (move away from 1 hour or longer videos to 5-10 minutes presentations) • Students required to summarise key concepts, points or theories and discuss or debate online • Consider development of SmartSparrow adaptive learning activities • Create a Blog so that students can reflect on the content <p>Content:</p> <ul style="list-style-type: none"> • Link content to formative assessment activity and provide automated feedback for students on the key concepts, theories or ideas • Ensure you understand copyright requirements when uploading content to your online site <p>Moodle resources:</p> <ul style="list-style-type: none"> • Use the Lesson feature in Moodle to link content with an activity • Use the Media Collection in Moodle (linked to theBox) to allow students to upload media and “like” it • Use the Book resource in Moodle to create online resources linked to an index 	<ul style="list-style-type: none"> • Selecting Technologies - https://teaching.unsw.edu.au/selecting-technologies • SmartSparrow Adaptive Tutorial (https://teachingtools.med.unsw.edu.au/tool/smart-sparrow-adaptive-tutorial) • UNSW Smart Sparrow Support for Staff – (https://teaching.unsw.edu.au/unsw-smart-sparrow-support-staff) • UNSW Lecture Recordings+ - (https://teaching.unsw.edu.au/recordings) • Transforming lectures – (https://teaching.unsw.edu.au/transforming-lectures) • Educational Digital Media Support and Equipment / Studio Booking – (https://teaching.unsw.edu.au/media) • UNE Moodle Guide for academics - https://moodle.une.edu.au/pluginfile.php/1108437/mod_label/intro/Moodle2ToolGuideforTeachers-v10-UNE.pdf

PVCE Online Design and Delivery Example (2/2)

	Things to do	Examples
Feedback and dialogue	<ul style="list-style-type: none"> Consider short synchronous teaching sessions using Blackboard Collaborate or Collaborate Ultra and allowing students to create their own virtual classroom sessions for group discussions Create a Q&A Forum where students and tutors can post questions and responses Create a Forum/ Advance Forum or a chat session in Moodle Use the Choice feature in Moodle to ask students their preferences for a topic or activity Create a Dialogue in Moodle when you want to interact with a single student Students required to summarise key concepts, points or theories and discuss or debate online Encourage students to use BluePulse to provide timely feedback on any issues 	<ul style="list-style-type: none"> Blackboard Collaborate Ultra for Moodle Moderators (https://teaching.unsw.edu.au/Moodle-Blackboard-Collaborate-Ultra) BluePulse for student feedback (https://explorance.com/bluepulse/)
Collaborative learning	<ul style="list-style-type: none"> Although much can be done inside Moodle, other tools are available for use, such as SmartSparrow and OpenLearning. These do not replace Moodle as the UNSW supported learning management system, but can be used to complement Moodle Use the Media Collection in Moodle (linked to theBox) to allow students to upload media and “like” it Create a wiki in Moodle and allow students to co-create a web activity 	<ul style="list-style-type: none"> The Box Media Manager - https://teaching.unsw.edu.au/thebox Open Learning - https://www.openlearning.com/unsw
Assessment	<ul style="list-style-type: none"> Link content to formative assessment activity and provide automated feedback for students on the key concepts, theories or ideas Ensure all summative assessment material is archived in Moodle and marks or grades are in the Moodle Grade Centre 	<ul style="list-style-type: none"> Assessment in Moodle - https://teaching.unsw.edu.au/moodle-assessment-tools Online assessment tools - https://teachingtools.med.unsw.edu.au/online-assessment

Further support

RASE Course Design Model - Resources, Activity, Support and Evaluation

- Text: <https://teaching.unsw.edu.au/course-design-model-rase>
- Video: <https://www.youtube.com/watch?v=U2B8i8ldqZo>

Integrated Curriculum Framework (ICF)

- Text: <https://teaching.unsw.edu.au/integrated-curriculum-framework>
- Video: https://www.youtube.com/watch?v=1yE2_tw1G1A

Teaching Gateway Educational Design - <https://teaching.unsw.edu.au/educational-design>

E-learning for staff - <https://teaching.unsw.edu.au/elearning>

Planning for blended delivery - <https://teaching.unsw.edu.au/planning-and-designing-blended-or-online-course>

MOOC on Learning to Teach Online - <https://www.coursera.org/learn/teach-online>

Getting Started: Blended Learning 101 - Online Moodle Module - <https://staff.med.unsw.edu.au/getting-started-blended-learning-101-online-moodle-module>

Teaching Technology Toolkit - <https://teachingtools.med.unsw.edu.au/>