

Blended Learning Framework Calculator

* Required

Blended Learning

Please see this guide on how the Blend Level of your unit is calculated:

<https://swi.nu/unitblend>

Answering the questions below will ascertain whether your unit is currently considered Blended according to the **Swinburne Blended Learning Framework for Digital Transformation 'SWINLearn'**

<https://swi.nu/SWINLearn> (page 8 onwards)

Additional Resources

- Swinburne Graduate Attributes: - https://www.swinburne.edu.au/downloads/Swinburne_Graduate_Attributes.pdf
- Swinburne Authentic Learning Blueprint (SWINReady) - <https://swi.nu/swinlearn>
- Learning and Academic Skills - <https://www.swinburne.edu.au/life-at-swinburne/student-support-services/study-learning-support/learning-academic-skills/>
- Library Services - <https://www.swinburne.edu.au/library/services/>
- Digital Literacies - <https://www.swinburne.edu.au/about/strategy-initiatives/digital-literacies/>
- Canvas Standards incl Accessibility - <https://www.swinburne.edu.au/intranet/learning-transformations/tools-and-resources/canvas/principles/>

7. Blended Learning Principles for units at SUT *

Review the principles below and indicate if they are **currently present** in your unit.

	Yes - completely	Yes - partially	Planned but not enacted	No
<p>1. Learning activities are constructively aligned, complementary across face-to-face and online modes, and follow the principles of the SWINReady Authentic learning blueprint.</p> <p><i>e.g. activities enable seamless transition across learning modes, and match to students' experience with self-directed learning</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>2. Students are provided with developmental feedback on learning activities and formative assessment in online and F2F learning modes, as well as for summative assessment.</p> <p><i>i.e. F2F and online learning activities provide feedback on students' progress towards learning outcomes, and formative assessment is used where appropriate.</i></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>3. Students are provided with a variety of assessment types that gives them opportunities to demonstrate a variety of graduate attributes across online and F2F modes.</p> <p>https://www.swinburne.edu.au/downloads/Swinburne_Graduate_A</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

[ttributes.pdf](#)

3.1. Principles of **authentic assessment** are applied, as appropriate to discipline and industry/community practices and standards.

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4. Students are provided with **scaffolded resources**, which are **purposefully integrated** into planned F2F and/or online learning activities, to support skills development for success in assessment (can be sourced from Library, LAS and other sources as appropriate).

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<https://www.swinburne.edu.au/life-at-swinburne/student-support-services/study-learning-support/learning-academic-skills/>

5.1. Students are provided with a **variety of engagement opportunities** in both online and F2F modes, *i.e. interaction with educators, content and peers.*

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5.2. Students are provided with a variety of **learning activities**– to reflect a range of authentic and real-world contexts, and provide opportunities to learn in different ways.

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5.3. Online learning activities utilise a range of **digital technologies and formats**, *e.g. for rich media/multimedia, as appropriate for discipline or*

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industry/community practice

<https://www.swinburne.edu.au/about/strategy-initiatives/digital-literacies/>

6. A clear **student communication strategy**

is utilised throughout the teaching period for F2F and online modes, which aims to provide information to all students in a timely and consistent manner.



6.1. Utilises standardised Canvas templates, learning analytics data, check-in survey results and grades monitoring throughout the teaching period.



6.2. Students are provided information about **mode/location** of learning activities, as well as **indicative time commitment**.



6.3. A clear plan is in place to send **individualised** communications to students **at risk of disengagement**.



7. The LMS site follows a systematic design that is **easy for students to navigate** and is **consistent** across courses (as much as practicable), *e.g. similar module structure*.



8. Students are provided with **full details about assessment tasks** in Canvas assignments, including requirements and instructions, weighting,



submission details, and
assessment criteria.

9. Canvas sites are
functional across a range
of browsers and devices, are
suitable for ease of
navigation on **mobile
devices**, and compliant with
relevant **copyright**
regulations, in line with LTU
Canvas Standards and
library/copyright guidelines.

<https://www.swinburne.edu.au/intranet/learning-transformations/tools-and-resources/canvas/principles/>



10. Meets Swinburne
accessibility standards as
per WCAG 2.1AA guidelines
to ensure access for all
students at all times.

<https://www.swinburne.edu.au/intranet/learning-transformations/tools-and-resources/canvas/principles/>



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Assessment <i>(from 2.1)</i>							Assessment 2: Group work- Presentation & Debate	Assessment 2: Group work- Presentation & Debate	Assessment 2: De
Scaffolding <i>(from 2.2)</i>	For Assessment 1: Detailed written instructions Detailed instructions via video Exemplar essays to allow students to reflect on what is required to do well in an essay Links to LAS services Link to Referencing Tool in Library	‘What makes a good essay?’ exercise In class Q &A on the assessment	‘You’re the teacher now - how would you rate this essay?’ exercise In class Q &A on the assessment	Practice referencing exercise In class Q &A on the assessment	Detailed written instructions (Debate) Detailed instructions via video (debate)	In class discussion of the assessment requirements (debate) In class discussion of strategies for public speaking (debate)	Detailed written instructions (Case Study) Video on assessment details & marking criteria (Case Study) How to develop interview questions exercise (Case Study)	Ethics in human research exercise (Case Study)	Research method (Case Study)
Feedback		Interacting with students in tutorials, asking questions, steering investigation and motivating students Giving students the opportunity to share their learning and reflections	Interacting with students in tutorials, asking questions, steering investigation and motivating students Giving students the opportunity to share their learning and reflections	Interacting with students in tutorials, asking questions, steering investigation and motivating students Giving students the opportunity to share their learning and reflections	Interacting with students in tutorials, asking questions, steering investigation and motivating students Giving students the opportunity to share their learning and reflections	Feedback on Assessment 1 (Canvas) Interacting with students asking questions, steering investigation and motivating students. Giving students the opportunity to share their learning and reflections (in tutorials)	Interacting with students asking questions, steering investigation and motivating students. Giving students the opportunity to share their learning and reflections (in tutorials)	Feedback on Assessment 2 (Canvas) Interacting with students asking questions, steering investigation and motivating students. Giving students the opportunity to share their learning and reflections (in tutorials)	Feedback on Asses (online) Interacting with tutorials, asking steering investiga motivating stude Giving students t opportunity to sh learning and refle
Topic/Module	Being Modern: contemporary societies in global perspective	The Great Transformations: pre- modernity, modernity and late modernity	Factories: industrialisation, post- industrialisation and deindustrialisation	Cities: urbanisation, mega cities, malls and the blasé urbanite	Markets: capitalism, liberalism and neo- liberalism	McDonald’s: rationalisation, bureaucracy and the holocaust	Shopping: consumer capitalism and the commodification of identity	Swiping Right: love, sex and relationships in the era of individualisation	Believing and Un secularisation an of God’
F2F/synchronous learning	Icebreaker & intros to encourage creation of peer support networks (20 mins) Introduction to the unit themes, structure and assessment (20 mins) Formation of ‘study teams,’ for weekly small group discussions & debate assignment (15 mins) Activity 1: <i>Student-led discussion (small group & report back to class)</i> “You are what you eat” (30 mins)	Activity 1: <i>Student-led discussion</i> , “The Big Debate. Progress: is society getting better or worse?” (60 mins) Activity 2: <i>Co-creation</i> of marking criteria for Minor Essay (20 mins) Assessment 1 Q&A (30 mins)	Activity 1: <i>Student-led discussion</i> , ‘Capitalism and Alienation’ (60 mins) Activity 2: <i>Academic skills</i> Analysis of examples of assessment 1 to allow students to reflect on what is required to do well in an essay (20 mins) Assessment 1 Q&A (15 mins)	Activity 1: <i>Student-led discussion</i> ‘Urbanism becomes a way of life’ and ‘Loic Wacant: urban outcasts and the rise of the hyperghetto’ (60 mins) Activity 2: <i>Academic skills</i> Peer review of draft intro for Assessment 1 (20 mins) Assessment 1 Q&A (15 mins)	Activity 1: <i>Student-led discussion</i> , “Globalisation and Neoliberalism’ and ‘Where do you fit in? Buying Locally’ (60 mins). Activity 2: <i>Co-creation of format, ‘rules’ and marking criteria for Debate Assessment (30mins)</i> Debate Assessment Q&A (15 mins)	Activity 1: <i>Student-led discussion</i> , ‘The disenchantment of the world’, ‘Bureaucracy’s darkest hour’ and ‘The McDonaldisation of society’ (60 mins). Activity 2: <i>Generic Skills</i> : Strategies for giving oral presentations (20 mins) Debate Assessment Q&A (15 mins)	Activity 1: <i>Debate (Assessment 2)</i> (60mins) Activity 2: <i>Academic skills</i> How to develop interview questions exercise (30 mins) Case Study Assessment Q&A (10 mins)	Activity 1: <i>Debate (Assessment 2)</i> (60mins) Activity 2: <i>Academic skills</i> Ethics in human research exercise (20 mins) Case Study Assessment Q&A (10 mins)	Activity 1: <i>Debate (Assessment 2)</i> (60mins) Activity 2: <i>Academic Research method (20 mins)</i> Activity 3: <i>Co-cre marking criteria for Study (20 mins)</i>
Time commitment	2-hour tutorial	2-hour tutorial	2-hour tutorial	2-hour tutorial	2 hours	2 hours	2 hours	2 hours	2 hours
Online/ asynchronous learning	<i>Listen</i> : Week 1 lecture <i>Read</i> : Required reading <i>Watch</i> : Video Intro to the unit Short video on cultural differences	<i>Listen</i> : Week 2 lecture <i>Read</i> : Required reading <i>Skills activity</i> : ‘What makes a good essay?’ exercise (20 mins) <i>Watch</i> : Video- overview of the week (2mins) Short video/s illustrating premodern ways of life <i>Reflect/Write</i> : Short responses to prompts about the video/s in HSP Documentation Tool (feeds into assessment 1)	<i>Listen</i> : Week 3 lecture <i>Read</i> : Required reading <i>Skills activity</i> : ‘You’re the teacher- mark an essay’ exercise <i>Watch</i> : Video- overview of the week (2mins) Short videos on industrialisation of food and fashion <i>Reflect/Write</i> : Short responses to prompts about the video/s in HSP Documentation Tool (feeds into assessment 1)	<i>Listen</i> : Week 4 lecture <i>Read</i> : Required reading <i>Skills activity</i> : Reference Practice exercise <i>Watch</i> : Video- overview of the week (2mins) Short videos on downsides of urbanisation <i>Reflect/Write</i> : Short responses to prompts about the video/s in HSP Documentation Tool (feeds into assessment 1)	<i>Listen</i> : Week 5 lecture <i>Read</i> : Required reading <i>Watch</i> : Video- overview of the week (2mins) Short video on key concepts: Capitalism, liberalism and neo-liberalism <i>Reflect/Write</i> : Short responses to prompts about the video/s in HSP Documentation Tool (feeds into Assessment 3)	<i>Listen</i> : Week 6 lecture <i>Read</i> : Required reading <i>Watch</i> : Video- overview of the week (2mins) Short videos on rationalisation <i>Reflect/Write</i> : Short responses to prompts about the video/s in HSP Documentation Tool (feeds into Assessment 3) <i>Skills activity</i> : How to develop interview questions exercise	<i>Listen</i> : Week 7 lecture <i>Read</i> : Required reading <i>Watch</i> : Video- overview of the week (2mins) Short responses to prompts about the video/s in HSP Documentation Tool (feeds into Assessment 3) <i>Skills activity</i> : How to develop interview questions exercise	<i>Listen</i> : Week 8 lecture <i>Read</i> : Required reading <i>Watch</i> : Video- overview of the week (2mins) Short videos on digital mediation of social and personal life <i>Reflect/Write</i> : Short responses to videos in HSP Documentation Tool (feeds into Assessment 3)	<i>Listen</i> : Week 9 lecture <i>Read</i> : Required reading <i>Watch</i> : Video- overview of (2mins) Short video <i>Reflect/Write</i> : Short responses to about the video/ Documentation T into Assessment
Time commitment	Lecture: 50 mins Reading: 30 mins Videos: 10 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins Learning activity: 30 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins Learning activity: 30 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins Learning activity: 10 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins	Lecture: 50 mins Reading: 30 mins Watching & responding: 30 mins
Resources	Short video introduction to the unit Short video explaining/illustrating key concepts: Ethnocentrism and cultural relativism	Video- overview of the week (2mins) Short video: Overview of Assessment 1 Short video illustrating key concepts: Pre- modernity, modernity and late modernity (10 mins) Digitisation of what makes a good essay exercise (HSP)	Video- overview of the week (2mins) Short video illustrating key concepts: Industrialisation, post- industrialisation and deindustrialisation (10 mins) Digitisation of ‘You’re the teacher now’ exercise (HSP)	Video- overview of the week (2mins) Short video illustrating key concepts: Urbanisation, mega cities, malls and the blasé urbanite (10 mins) Digitisation of practice referencing exercise (HSP)	Lecture- 20 min chunks, using Mayer’s principles Video- overview of the week (2mins) Short video on key concepts: Capitalism, liberalism and neo-liberalism Short responses to prompts about the video/s in HSP Documentation	Lecture- 20 min chunks, using Mayer’s principles Video- overview of the week (2mins) Short video on key concepts: Capitalism, liberalism and neo-liberalism Short responses to prompts about the video/s in HSP Documentation	Lecture- 20 min chunks, using Mayer’s principles Video- overview of the week (2mins) Short video on key concepts: Capitalism, liberalism and neo-liberalism Short responses to prompts about the video/s in HSP Documentation	Lecture- 20 min chunks, using Mayer’s principles Video- overview of the week (2mins) Short video on key concepts: Capitalism, liberalism and neo-liberalism Short responses to prompts about the video/s in HSP Documentation	Lecture- 20 min chunks, using Mayer’s principles Video- overview of (2mins) Short video explaining/illustr concepts: Secular secularisation Short responses to about the video/ Documentation


WEEK 1

SUT LEAP November 2022

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2

WEEK 2

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

WEEK 3

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

WEEK 4

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4


 Assessment Sample 1

WEEK 5

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

WEEK 6

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2

PLEASE DO NOT ALTER THIS MASTER TEMPLATE ONLINE –
DOWNLOAD A COPY TO YOUR COMPUTER

WEEK 7

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2

Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2

WEEK 12

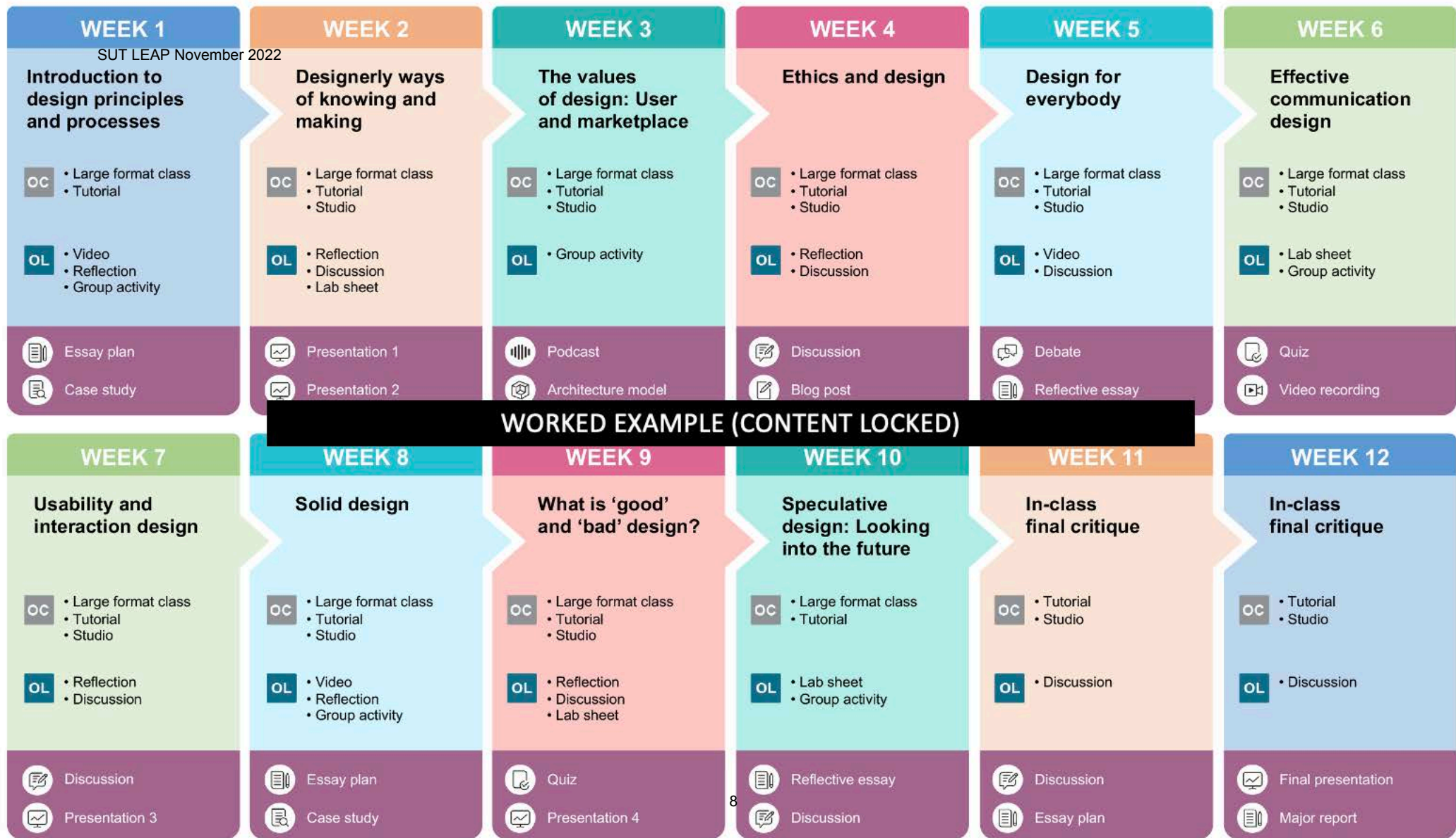
Insert your weekly topic here

- OC**
- Session 1
 - Session 2
 - Session 3
 - Session 4

- OL**
- Session 1
 - Session 2
 - Session 3
 - Session 4

 Assessment Sample 1

 Assessment Sample 2



MODE

OC

On-campus

OL

Online

TYPES OF ASSESSMENT



Major essay, report, term paper/ reflective essay/ journal, workbook/ annotated bibliography



Presentation



Podcast



Film & video recording/ animation



Quiz



Debate



Discussion



Blog post



Case study



Artefact/ 3D model/ prototype/ blueprint