



Organising Learning

1. Structuring your course
2. Scaffolding Blended Learning
3. Stakeholder mapping
4. Tutor timesavers
5. Using thinking frameworks



Resources & Activities

1. Digital content building
2. Interactive learning objects
3. Self-paced learning
4. Engaging learners through story
5. Authentic activities: igniting action



Communication

1. Connecting to virtual classrooms
2. Fostering ongoing tutor presence
3. Availability & transparency for learners
4. Online collaborative learning
5. Utilising NMIT's technology



Assessment

1. Online assessment types
2. Adaptable assessment
3. Setting up for assessment
4. Collaborative assessment
5. Digital portfolios: assessment for learning



Feedback

1. Feedback refresher
2. Where am I going?
3. How am I going?
4. Where to next?
5. Designing feedback

Get started >

Approx. 50 mins

Learning Objective:

Explore how to design your online or blended learning environment for innovative and engaging learning through the use of a home page, logical course structures, and thinking and learning frameworks.

Key skills:

- Homepage structure
- Course outlines
- Restructuring face-to-face to blended
- Structuring learning that flows

Learning context:

A well-organised course presents students with a direct path to follow as they advance. Online courses in particular need learning that flows naturally, scaffolds students and is predictable in its structure. Students should not need to ask administration questions and they will feel more at ease and comfortable if you have clear, repetitive guidance and information.



Approx. 50 mins

Learning Objective:

Explore how to design your online or blended learning environment for innovative and engaging learning through the use of a home page, logical course structures, and thinking and learning frameworks.

Key skills:

- Frontloading information with key vocabulary lists & glossaries
- Flipped classroom
- Scaffolding online learning tools

Learning context:

Many blended learning courses are created almost by chance rather than on purpose. Standard classroom instruction is increasingly supplemented by multimedia elements such as learning resources, lecture notes, and online readings. Over time, however, an increasing amount of content, activities, and work for students are made available online, which may be voluntary but often necessary for assignments. Consequently, student workloads can skyrocket (sometimes out of control) – as will the instructor's, with more and more content to handle. Rebuilding a course for blended learning requires careful consideration of the structure and student workload.



Approx. 50 mins

Learning Objective:

Consider how to choose the right technologies and user path to enhance and maximise learning.

Key skills:

- Stakeholder mapping
- Learner journey
- User Persona

Learning context:

A well-organised course presents students with a direct path to follow as they advance. Online courses in particular need learning that flows naturally, scaffolds students and is predictable in its structure. Students should not need to ask administration questions and they will feel more at ease and comfortable if you have clear, repetitive guidance and information.



Approx. 50 mins

Learning Objective:

Consider how to choose the right technologies and thinking practices to enhance and maximise learning.

Key skills:

- Moodle 'how to' repository
- Moodle tips & tricks
- LIIT support map
- Online Tutor Toolkit

Learning context:

Time: We never seem to have enough of it. If we had more of it, we could get more done and do more for our students. What if we could change our practices in some key areas and buy back some minutes, hours, even days, to do more?



Approx. 50 mins

Learning Objective:

Consider how to choose the right technologies and thinking practices to enhance and maximise learning.

Key skills:

- Bloom's revised taxonomy
- Universal learning design
- SOLO/ Learning Pit
- SAMR

Learning context:

Many courses tend more towards lower-order thinking abilities and might throw all of the materials on the initial landing page and expect the student to handle the rest. This is due in part to the way blended learning is implemented, which makes it much easier to shoot videos, ask questions via forums or create blog entries quickly and as a supplementary exercise. By basing a course on a simplified version of Bloom's taxonomy, you will be able to create resources that prompt deeper thinking and lifelong learning skills.



Approx. 50 mins

Learning Objective:

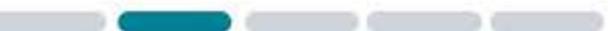
Explore how to use the online environment to enhance learning and appreciate the diversity of behaviours needs and expectations of online students.

Key skills:

- Resource audit
- Justifying resources (how and why)
- Transforming face-to-face activities
- Accessibility

Learning context:

In terms of subject matter expertise, academics are on firm foundation. We are familiar with and, in most cases, obsessed with our content. Many of us have refined our resources and topic plans over years of experience. We also want to share as much information as we can. Learners however do not need information – they already have the largest information centre in history– the internet- available to them. This means that the focus for our resources is less about imparting knowledge, and more about instigating active participation.



Approx. 50 mins

Learning Objective:

Explore how to use the online environment to enhance learning and appreciate the diversity of behaviours needs and expectations of online students.

Key skills:

- Multimedia & copyright
- Moodle tools
- H5P
- Web 3.0

Learning context:

Interactive learning objects are web-based items that allow students to visually comprehend and virtually engage with concepts learned in the classroom. With little effort, digital networks and tools enable content sharing and reproduction. A digital item, unlike a physical object such as a printed book, may be copied, shared, modified, and re-shared without affecting the original object. Learning becomes more accessible, and teaching becomes more collaborative.



Approx. 50 mins

Learning Objective:

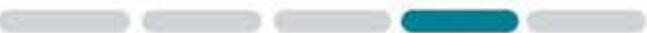
Explore how to use the online environment to enhance learning and appreciate the diversity of behaviours needs and expectations of online students.

Key skills:

- Extension tasks
- Enrichment tasks
- Learner defined learning intentions
- Learner defined success criteria

Learning context:

Self-paced learning allows students to study on their own terms and at their own speed. Self-paced learning allows users to access course materials at their own leisure, allowing them to focus on topics that they find difficult while skipping through items they already know. This reduces lost time and encourages higher efficiency, self-sufficiency and critical thinking.



Approx. 50 mins

Learning Objective:

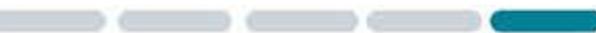
Examine the learning opportunities beyond the walls of the classroom and consider the technologies and teaching tools available to enhance student engagement.

Key skills:

- Narrative learning tasks
- Offering choice
- Signposting key moments in learning
- Gamification

Learning context:

In education, Narrative Theory asserts that by translating our experiences and learning into stories, we construct cohesive understanding that helps us infer meaning and retain what we have learned. Diverse learners require opportunities to connect on a personal level and the option to choose how they will engage with learning. They need to know what to expect and take cues from well-structured lessons.



Approx. 50 mins

Learning Objective:

Examine the learning opportunities beyond the walls of the classroom and consider the technologies and teaching tools available to enhance student engagement.

Key skills:

- Authentic tasks
- Action Projects
- Community outreach
- Globalised learning

Learning context:

Experiential learning refers to learning that takes place outside of the classroom (Dewey, 1897). These encounters are based on the basic axiom that "experience is the best teacher." Outside of the classroom, students face actual issues, create fresh hypotheses, test for real solutions, and engage with others to make sense of the world around them, according to this paradigm. This is an area where we thrive as an institute with many vocational opportunities.



Approx. 50 mins

Learning Objective:

Explore ways to create and maintain a robust and inclusive online learning community.

Key skills:

- Zoom
- Asynchronous/ synchronous
- Voice over & powerpoint
- Diversifying interactions

Learning context:

Many instructors would agree that one of the most rewarding aspects of teaching is the development of connections in their classrooms. In this lesson, we'll discuss some strategies for maintaining relationships and connections between teachers and students in a contemporary, online environment.



Approx. 50 mins

Learning Objective:

Explore ways to create and maintain a robust and inclusive online learning community.

Key skills:

- General discussions & questions forum (asynchronous)
- Asking deeper forum questions
- Reinforcing & maintaining discussion
- Introductory video

Learning context:

Teaching is an interactive, interpersonal process in which the nuances of human behaviour are read as markers of how well students have learned. An online teaching environment is simply a substitute for the classroom because it provides a social setting in which teachers can read and respond to student behaviour quickly.



Approx. 50 mins

Learning Objective:

Explore ways to create and maintain a robust and inclusive online learning community.

Key skills:

- Sharing, communicating and unpacking learning outcomes
- Accessibility & equity for all students
- Contact hours and response time expectations

Learning context:

As part of sustainable learning practises, a key objective of higher education must be to assist learners in managing their own learning both now and in the future. In order to promote students' learning, explicit introduction, induction, and suitable on-going support for the contextual requirements and goals of learning activities in higher education are essential for supporting self-regulatory behaviour.



Approx. 50 mins

Learning Objective:

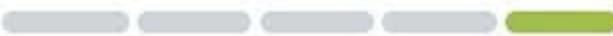
Explore ways to create and maintain a robust and inclusive online learning community.

Key skills:

- Designing community-building learning
- Team projects
- Tuakana/ Teina
- Social expectations

Learning context:

As each group member adds something unique to the group, participating in team projects allows students to improve interpersonal communication skills, create relationships with peers, and enhance their level of collective capabilities.

A vertical decorative image on the left side of the slide, showing a close-up of a printed circuit board with a complex pattern of green and yellow conductive tracks and components.

Approx. 50 mins

Learning Objective:

Consider ways in which you can enhance the quality of discussions in your online forums and enable a collaborative teaching team to maximise the student experience.

Key skills:

- Library devices & VC rooms
- Swivl
- Interactive whiteboard
- Including online students in physical spaces

Learning context:

Technology has radically altered schooling in numerous ways. For one thing, technological advancements have substantially increased educational opportunities. In the past only a select few had access to educational possibilities. Individuals had to go to educational institutions in order to receive an education. Massive volumes of information (books, music, pictures, and videos) are now available online at the touch of a button. Technology has also increased communication and cooperation opportunities. Classrooms have traditionally been somewhat isolated, with cooperation confined to pupils in the same classroom or building.

A vertical photograph on the left side of the slide shows a close-up of a person's hands writing in a purple notebook with a silver pen. The background is a solid orange color.

Approx. 50 mins

Learning Objective:

Explore the value for teachers, students and the institution of designing and running valid, reliable and inclusive assessments.

Key skills:

- The why and how of assessment
- Purposes of assessment
- Principles of Assessment for, as and of learning
- Moodle tools for assessment

Learning context:

Assessment is a critical component of the online classroom. It provides students with an idea of how well they are learning what we say we are teaching, and to what degree are they accomplishing the learning outcomes for the course. It identifies individual strengths and weaknesses, and ultimately serves as the measure of whether students achieve the intended graduate outcomes.

Assessment pushes teaching and learning by stressing the importance of critical thinking, reasoning, and reflection thus creating a quality learning environment. Many techniques may be used to assess student learning outcomes.



Approx. 50 mins

Learning Objective:

Explore the value for teachers, students and the institution of designing and running valid, reliable and inclusive assessments.

Key skills:

- Unpacking LOs
- Designing for inclusivity
- Tools to use for unpacking LOs
- Inclusive assessment with Moodle

Learning context:

Inclusion is a concept in education most often associated with minority groups and people who experience disability, but in fact, inclusion is about everyone. Inclusion is a human right (Declaration on the Rights of Disabled Persons 1975) a legal entitlement to all (Commonwealth Disability Discrimination Act 1992) and a core pillar of educational policy (Disability Standards for Education 2005). It involves valuing and facilitating the full participation and belonging of everyone in all aspects of our education communities and systems. This starts by everyone clear about what is to be learnt or assessed and being able to access it without any barriers, be it language, culture, learning styles e



Approx. 50 mins

Learning Objective:

Explore the value for teachers, students and the institution of undertaking marking online. Consider a range of teaching practices to mark efficiently online and provide effective feedback for learning.

Key skills:

- Moderation
- Invigilation
- Moodle rubric

Learning context:

Moderation is a process separate from the marking of assessments, which ensures that an assessment outcome (e.g., mark and / or grade) is fair, valid, and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers can be acknowledged and addressed. It ensures consistency in marking within cohorts and across time. In the context of more objectively marked work, moderation may take the form of procedural checking rather than academic judgement. Therefore, in this module we will explore moderation as well as the rubrics used for the assessment and/or how the online exams are invigilated.

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Approx. 50 mins

Learning Objective:

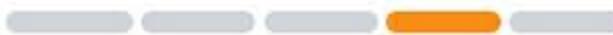
Explore the value for teachers, students and the institution of undertaking marking online. Consider a range of teaching practices to mark efficiently online and provide effective feedback for learning.

Key skills:

- Planning portfolio assessments
- Available tools
- Mahara ([awaiting confirmation](#))
- Preflight checklist

Learning context:

An ePortfolio is a digital version of a portfolio and is comparable to an architect's, artist's, or professional portfolio. However, the comparisons are limited, and an ePortfolio incorporates several technology-enabled features that set it apart from any of the above. While everyone is aware of technology's rapid growth, not everyone is aware of the new and various ways people are utilising technology in teaching, learning, and communication, as well as the digital portfolio's developing essential position in a learner's education and life.



Approx. 50 mins

Learning Objective:

Explore ways to incorporate peer review processes to support quality practices for teaching staff in your course and ensure your student feedback tools are giving you what you need for future enhancements.

Key skills:

- Designing group projects
- Ideas on how to mark group assessments
- Tools for online groupwork
- Tools for evaluating group work

Learning context:

Tertiary education is now under increasing pressure to equip graduates with a broader set of competencies, such as communication, teamwork and leadership skills, that go beyond subject-specific knowledge; these are called employability skills. This, alongside growing student numbers studying online in higher education, creates pedagogic challenges, especially with regards to assessment design. Collaborative assessments or group assessments are the way to achieve this, but they are not without challenges.

Collaborative assessment activities may include tasks such as collaborative writing, musical composition and performance, group presentations, or other activities requiring the involvement and participation of two or more students.



Approx. 50 mins

Learning Objectives:

1. Refresh your understanding of feedback.
2. Review a course you teach to identify feedback opportunities students are currently provided with online and face to face.

Key skills:

- Defining feedback
- Recognising diverse feedback opportunities (online, self/peer/tutor)
- Reflecting on your current approach to feedback

Learning context:

Providing opportunities for our students to receive (and act on) feedback is central to the learning process. This doesn't have to mean more work for busy lecturers when we create a culture of feedback where learners have agency; and when we employ effective strategies and online tools.



Approx. 50 mins

Learning Objective:

Embed goal setting supports to maximise student success.

Key skills:

- What is feed up?
- The language of feed up
- Active practice- strategies & tools
- Finding the *where* and *why*

Learning context:

Using learning objectives and success criteria to bookend experiences is well recognised in pedagogical literature. While this notion is applicable to a single class or experience, similar goals and criteria may be used feed up what success looks like.



Approx. 50 mins

Learning Objective:

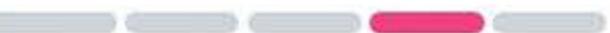
Explore ways to monitor what your students are engaging with and when, to determine if the learning journey you designed is achieving the learning outcomes you set out to achieve.

Key skills:

- How am I going - What is feedback?
- The language of feedback
- Active practice- strategies & tools
- Teaching receiving feedback

Learning context:

In an online course it is important for students to get frequent feedback on how they are doing. Are they learning what they are supposed to be learning? Are they achieving the learning outcomes? The most effective way to ensure that students get the feedback they need to stay on track is through a comprehensive, balanced assessment strategy that includes both formative and summative assessments.



Approx. 50 mins

Learning Objective:

Consider a range of strategies to ensure your students are staying on track (or getting back on track).

Key skills:

- How am I going - What is feedforward?
- The language of feeding forward
- Active practice- strategies & tools
- Flipping feedback to feedforward

Learning context:

Feed-forward gives a roadmap of the next steps to take. All communication to assist learning is included in feedback/feed-forward.

The creative use of technology has the potential to match the needs of students for high-value feedback.



Approx. 50 mins

Learning Objective:

Explore ways to monitor what your students are engaging with and when, to determine if the learning journey you designed is achieving the learning outcomes you set out to achieve.

Key skills:

- Designing feedback
- Creating a feedback plan
- Receiving and acting on feedback

[Create a feedback plan for a course that you teach.](#)

Learning context:

Having explored strategies and tools for providing feed up, feed back and feed forward opportunities in online/blended environments, you will have the opportunity to design and plan implementation of feedback for an NMIT course that you teach.