

# BLENDING LEARNING FRAMEWORK

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Blended Learning refers to student learning that takes place both at school and through online delivery with student control over 1) time, 2) place, 3) path, and/or 4) pace.

[Christensen Institute](#)

**This framework is designed to guide best practice in Blended Learning. Teachers/departments should use the BL levels to guide the planning of lessons and teaching units as required.**

## **Level 1: Effective**

It is our goal to support all teachers to have the technology tools and skills to achieve Level 1 for all criteria over the course of a unit.

## **Level 2: Highly Effective**

Working at Level 2 will lead to personalised instruction with student control over time, place, path and pace of learning.

## **Level 3: Leading**

Teachers working at Level 3 should share their practices with a wider audience in order to impact more students. This could include the department, section, school and/or wider community.

For ease of understanding, the framework is arranged by topic and criteria:

Topic	Criteria
Resources	Availability of course resources
	Types of resources
	Availability of interactive online activities
Lesson design and activities	Lesson design for online and face-to-face learning
	Objectives and differentiation
	Implementation of technology tools
	Online interaction
Feedback and assessment	Feedback to support learning
	Design of assessment tasks
	Self-assessment and progress data
	Peer assessment aligned to course standards

Topic	Criteria	Level 1: Effective	Level 2: Highly Effective	Level 3: Leading	Notes
Resources	<b>Availability of course resources</b>	Course resources are provided online when possible. e.g. PDF, eBook, video	Online resources are varied and organised by topic.	Online resources are organised by topic and differentiated for students.	Tools for resource sharing: Showbie, Pronote, iTunes U, Wiki, Website
	<b>Types of resources</b>  E.g. Online resources: Article, video or podcast Teacher-created: Explain a formula using ShowMe Student-created: Student-made iMovie	The teacher creates online resources or uses external online learning resources.	Teacher-created <b>and</b> external online-learning resources are used.	External online, teacher and student-created exemplars and resources are used.	
	<b>Availability of interactive online activities</b>	Interactive online activities are used in class.	A range of interactive online activities are available, organised by topic and can be accessed outside class.	Interactive online activities are differentiated for students.	
Lesson design and activities	<b>Lesson design for online and face-to-face learning</b>	Face-to-face and online activities are aligned to lesson objectives.	The teacher utilizes Blended Learning models such as: <ul style="list-style-type: none"> <li>❑ Station Rotation</li> <li>❑ Individual Playlists</li> <li>❑ Lab Rotation</li> <li>❑ Individual Rotation</li> <li>❑ Flipped Classroom</li> <li>❑ Flex</li> <li>❑ A La Carte</li> </ul>	Student learning outcomes are personalised within the Blended Learning model.	
	<b>Objectives and differentiation</b>	A uniform activity with clear objectives is posted.	Students can choose from a list of activities that meet the same lesson objective.	Learning activities are based on the unique learning needs and preferences of students.	
	<b>Implementation of technology tools</b>	Online tools are used during class under the direction of a teacher.	Students use online tools for interactive and collaborative learning activities.	Self-directed and interactive learning occurs in and outside of class through online learning.	

Topic	Criteria	Level 1: Effective	Level 2: Highly Effective	Level 3: Leading	Notes
	<b>Online interaction</b>	Students individually respond to a discussion question online when directed by the teacher.	Students respond to discussion question independently, both during and outside of class time.	Students and teachers use online discussion to meet for specific learning opportunities in a non traditional learning environment. e.g. Live discussion while watching a program from home. <i>Skyping with an expert</i>	
<b>Feedback and assessment</b>	<b>Feedback to support learning</b>	A single online technology is used to provide feedback on student performance. <i>e.g. audio/video, overall written, or in-text comments</i>	A range of online feedback methods are used.	Feedback and growth are gained through a continuous online dialogue of student reflection and teacher response.	
	<b>Design of assessment tasks</b>	Where appropriate, technology/media is used to assign and submit assessment tasks.	Students have opportunities to create using digital tools to complete assessment tasks. <i>e.g. wikis, blogs, publishing, recorded demonstration, screencast</i>	Students have choice in digital tools to complete an assessment that best demonstrates their learning.	
	<b>Self assessment and progress data</b>	Students use online activities aligned to course standards to self-assess learning.	Students have access to a checklist or progress bar to monitor activities completed and/or performance.	Students identify and meet desired personal learning outcomes through tracking and evaluating real-time self assessments.	
	<b>Peer feedback</b>	Students receive feedback in class in real-time and makes reference to clear success criteria.	Students receive online feedback either during class or outside of class time.	Students receive and respond to online feedback creating peer dialogue.	

Adapted from: A blended learning framework for curriculum design and professional development (Negin Mirriahi\*, Dennis Alonzo and Bob Fox) School of Education & Learning and Teaching Unit, University of New South Wales, Sydney, Australia (Received 5 May 2015; final version received 27 September 2015)

# Glossary

- **Checklist or progress bar** - This could be a paper checklist of activities or a progress bar within an online activity
- **Course standards** - Specific outcomes that will be measured within curricula
- **Differentiation** - A type of learning where instruction is tailored to meet the learning needs, preferences and goals of individual students.
- **Interactive online activities** - Websites or apps
- **Online discussion** - A discussion in which students talk to one another online.
- **Online feedback** - Specific comments on the student's performance. This does not include grades in an online gradebook.
- **Online resources** - Course materials that students use but do not adapt or change (ebook, PDF, video)
- **Online tools** - Any app or web-based platform that students interact with
- **Personalised learning outcomes** - Instead of education being something that happens to the learner, it is something that occurs as a result of what the student is doing, with the intent of creating engaged students who have truly learned how to learn.
- **Self-assess learning** - Feedback in which the student is in control for monitoring and reporting purposes.
- **Student learning outcomes** - SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project. Outcomes are usually expressed as knowledge, skills, attitudes or values.
- **Teacher-created resources** - Content that a teacher creates or adapts and shares digitally.

Individual SMART Goal: \_\_\_\_\_

Departmental SMART Goal: \_\_\_\_\_