Blended learning as the 'new normal' at Swinburne University of Technology (SUT)

The Learning Accelerator Program LEAP

Bettina's Story

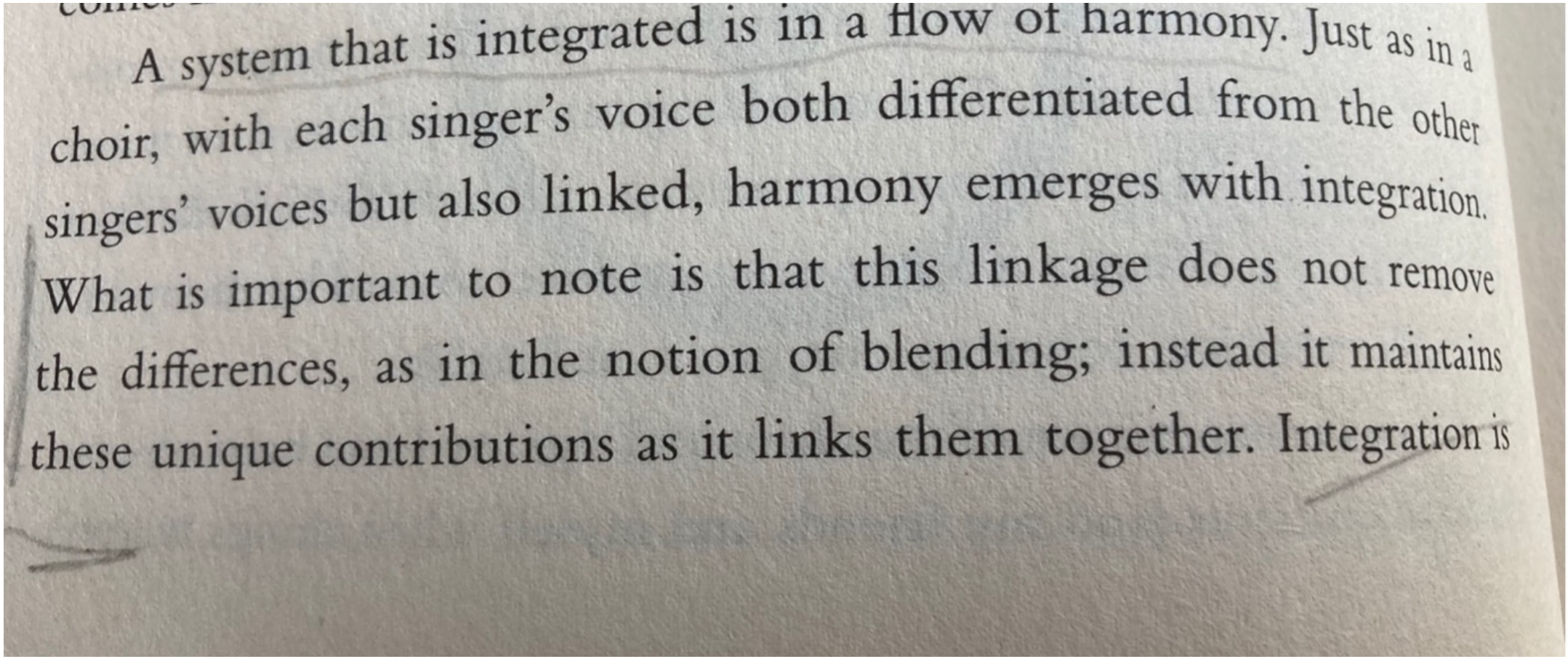
- Magister Artium 👩‍🎓 at Ludwig Maximilians University
- Tischschool of the Arts, NYU, 📽️ Director's Class
- TV Producer 🖥️ (900 episodes GZSZ and many more TV shows)
- Co-Founder of TV Akademie, Berlin
- 10 years in 🌈 Oz 🦘, Lecturer of FTV at Swinburne University of Technology (SUT), Grad Cert L&T HE, Educational and Learning Experience Designer at

University of Melbourne and Macquarie University,
Academic Director Curriculum Accelerator and Digital and Strategic Projects Coordinator in the Learning Transformation Unit

Blended is the new normal

Imagine...we would prepare a fruit salad together

Imagine... we would blend fruits to a smoothie.

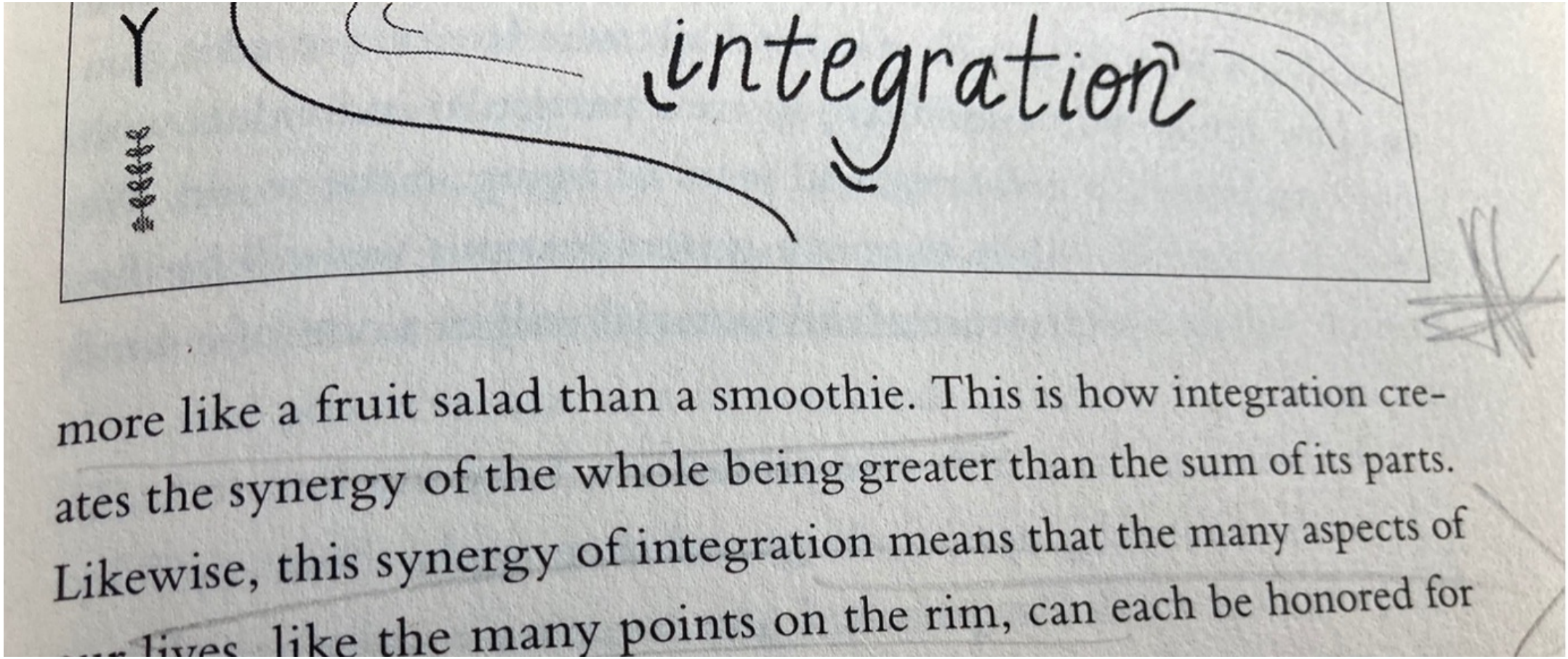


A system that is integrated is in a flow of harmony. Just as in a choir, with each singer's voice both differentiated from the other singers' voices but also linked, harmony emerges with integration. What is important to note is that this linkage does not remove the differences, as in the notion of blending; instead it maintains these unique contributions as it links them together. Integration is

The blended approach at SUT reminds of the following concept:

> *The differences of all elements are not removed, as in the notion of blending (as a smoothie), instead it maintains its unique contributions as it links them together.*

Understanding the term "blended" rather like a fruit salad than a smoothie.



more like a fruit salad than a smoothie. This is how integration cre-
ates the synergy of the whole being greater than the sum of its parts.
Likewise, this synergy of integration means that the many aspects of
lives, like the many points on the rim, can each be honored for

> *This is how BLENDED in the sense of integration creates the synergy of the whole being greater than the sum of its parts....each can be honored for their differences but then brought together in harmony.*

= Blended at SUT

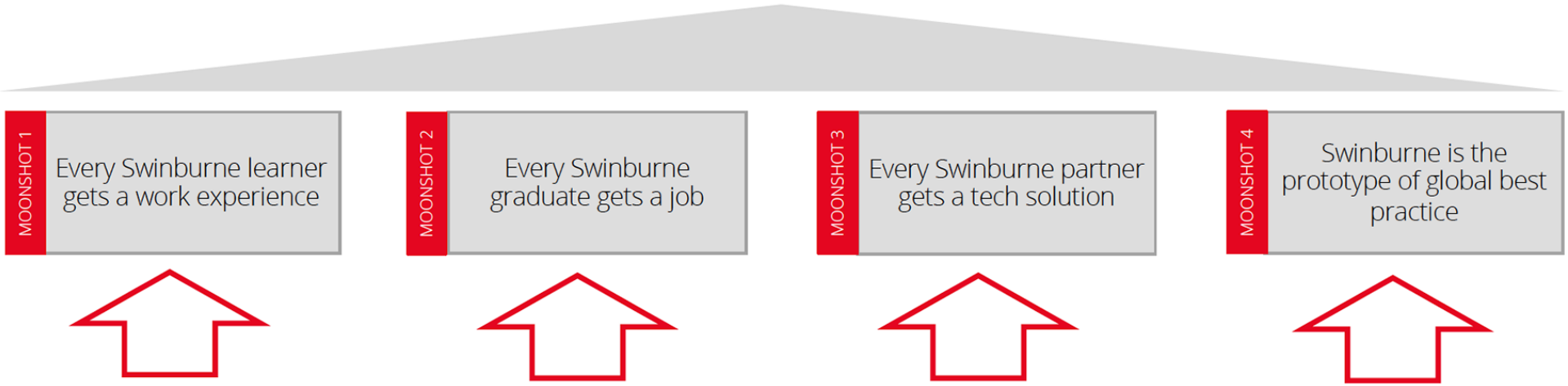
(source:"Aware - the science and practice of presence" by Daniel J. Siegel)

RSITY STRATEGY: Horizon 2025

Horizon 2025 and the 4 moonshots

pre[illegible] Strategy underpins and drives the Education Strategy.

"People and technology working together to build a better world"



Our Education Goals

"Empowering learners of diverse backgrounds to achieve their full potential in a digital, tech-rich future"

Creating Future-Ready Learners:

- Confident and enterprising learners who create social and economic impact
- Learners prepared to find and solve complex problems
- Adaptive learners equipped for careers of the future
- Learners as global citizens

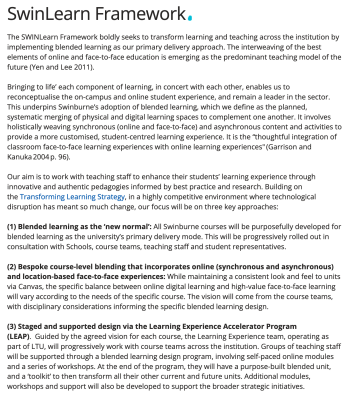
Who are we

*"Swinburne University of Technology is a **dual-sector** institution, defined by **technology and innovation**, and renowned for our strong **industry and community engagement**"*

SwinLearn Framework:

- Blended learning as the 'new normal'
- All Swinburne courses will be purposefully developed for blended learning as the university’s primary delivery mode. This will be progressively rolled out in consultation with Schools, course teams, teaching staff and student representatives.

- Bespoke course-level blending that incorporates online (synchronous and asynchronous) and location-based face-to-face experiences
- Staged and supported design via the Learning Experience Accelerator Program (LEAP)



SwinLearn Framework.

The SWINLearn Framework boldly seeks to transform learning and teaching across the institution by implementing blended learning as our primary delivery approach. The interweaving of the best elements of online and face-to-face education is emerging as the predominant teaching model of the future (Yen and Lee 2011).

Bringing to life' each component of learning, in concert with each other, enables us to reconceptualise the on-campus and online student experience, and remain a leader in the sector. This underpins Swinburne's adoption of blended learning, which we define as the planned, systematic merging of physical and digital learning spaces to complement one another. It involves holistically weaving synchronous (online and face-to-face) and asynchronous content and activities to provide a more customised, student-centred learning experience. It is the "thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Garrison and Kanuka 2004 p. 96).

Our aim is to work with teaching staff to enhance their students' learning experience through innovative and authentic pedagogies informed by best practice and research. Building on the Transforming Learning Strategy, in a highly competitive environment where technological disruption has meant so much change, our focus will be on three key approaches:

(1) Blended learning as the 'new normal': All Swinburne courses will be purposefully developed for blended learning as the university's primary delivery mode. This will be progressively rolled out in consultation with Schools, course teams, teaching staff and student representatives.

(2) Bespoke course-level blending that incorporates online (synchronous and asynchronous) and location-based face-to-face experiences: While maintaining a consistent look and feel to units via Canvas, the specific balance between online digital learning and high-value face-to-face learning will vary according to the needs of the specific course. The vision will come from the course teams, with disciplinary considerations informing the specific blended learning design.

(3) Staged and supported design via the Learning Experience Accelerator Program (LEAP). Guided by the agreed vision for each course, the Learning Experience team, operating as part of LTU, will progressively work with course teams across the institution. Groups of teaching staff will be supported through a blended learning design program, involving self-paced online modules and a series of workshops. At the end of the program, they will have a purpose-built blended unit, and a 'toolkit' to then transform all their other current and future units. Additional modules, workshops and support will also be developed to support the broader strategic initiatives.

LEAP

Learning Experience Accelerator Program

The Learning Experience Accelerator Program (LEAP) is designed

- to build the capabilities of teaching staff,
- enabling them to implement a purposeful blended learning approach,
- which interweaves all elements of learning and teaching.

The LEAP Process

Capitalising on our existing good practice, an **evidence-informed approach** will be employed to support teaching staff to strengthen their offerings to meet the **university's mandate.** Groups of teaching staff will be supported **through a 8 week blended learning design program** at the end of which they will have a purpose-built blended unit, and a

‘toolkit’ to then transform all their other current or future units (with ongoing support from the LX/LTU team).

Throughout this process, all components of the **unit will be holistically developed** (online digital learning and high-value location-based face-to-face). The learning design will be informed by the Authentic Learning Blueprint, cognisant that learning needs vary significantly as students proceed along their learning journey.

LEAP is designed in blended format to provide participants with an authentic learning experience and model the type of teaching we are supporting staff to deliver. It comprises 4 asynchronous online self-paced modules and 3 associated synchronous workshops.

To accommodate the volume of staff, a carousel model will be employed, where cohorts of up to 30 staff will progressively commence LEAP at 2-week intervals, which will be staggered across 2022 and 2023.

Our LXDs will also run regular virtual and/or face to face drop in sessions to provide on-going support at scale, as staff progressively transform their units. A Community of Practice will also be established, and we will work with champions across each school.

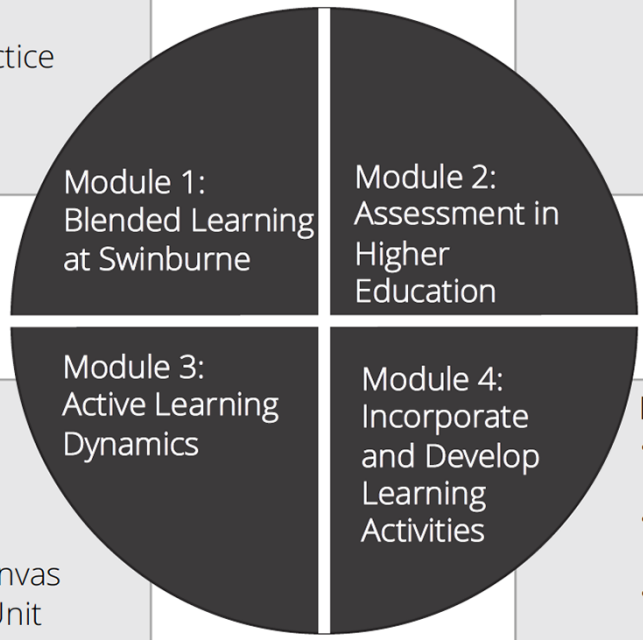
40 hrs workload

Learning Experience Accelerator Program

SWINBURNE UNIVERSITY OF TECHNOLOGY

Workshop 1: LEAP Kick-off Workshop

Module objectives:
- Review learning and teaching theory and practice
- Situate your blended learning practice within the Swinburne context.



Module objectives:
- Investigate a range of assessment types to apply to your blended unit
- Construct a unit assessment plan

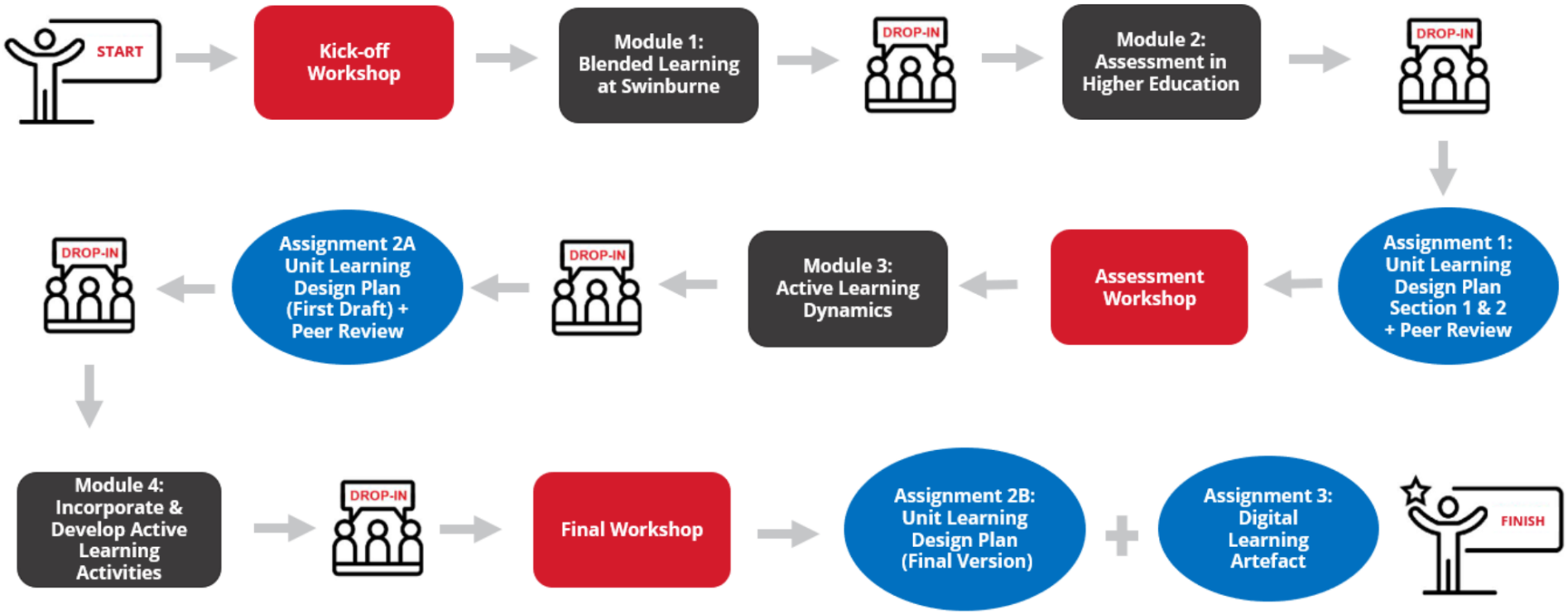
Workshop 2: Assessment Workshop

Module objectives:
- Identify strategies for synchronous and asynchronous active learning
- Explore learning analytics and their use in Canvas
- Map desired engagement dynamics in your Unit Learning Design Plan template

Module objectives:
- Identify potential multimedia tools and formats for your activities
- Start designing activities that can be used in your blended unit
- Evaluate and revise your activity designs in your Unit Learning Design Plan

Workshop 3: Wrap-up Workshop

Your LEAP Timeline



Ten principles of blended learning at Swinburne:

1. Learning activities are constructively aligned, authentic, complementary across face-to-face and online modes. Considerations for constructive alignment and complementary design
2. Students are provided with developmental feedback

3. Each unit has a constructively aligned assessment strategy that meets accreditation and university policy requirements, and provides opportunities to demonstrate a variety of graduate attributes across online and F2F mode
4. Students are provided with scaffolded resources to support skills development for success in assessment
5. Students are provided with a variety of learning activities to support their development, engagement and active learning
6. Design and implement a clear student communication strategy throughout the teaching period for F2F and online modes, which aims to provide information to all students in a consistent manner and provide individualised communications to students at risk of disengagement
7. Apply a systematic design to LMS site that is easy for students to navigate and is consistent across courses
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.
10. Apply accessibility standards as per Swinburne standards, WCAG 2.1AA guidelines and best-practice guidelines to always ensure access for all students.

10 principles as wordcloud

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Very first step and very last step: Status quo analysis and re-evaluation after completion of the process.

The Blended Learning Calculator

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
1. Learning activities are **constructively aligned,** complementary across face-to-face and online modes, and follow the principles of the SWINReady Authentic learning blueprint. *e.g. activities enable seamless transition across learning modes, and match to students' experience with self-directed learning*	○	○	○	○
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. *i.e. F2F and online learning activities provide feedback on students' progress towards learning outcomes, and formative assessment is used where appropriate.*	○	○	○	○
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. **https://www.swinburne.edu.au/downloads/Swinburne_Graduate_Attributes.pdf**	○	○	○	○
3.1. Principles of **authentic assessment** are applied, as appropriate to discipline and industry/community practices and standards.	○	○	○	○
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). **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.*	○	○	○	○
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.	○	○	○	○

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

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> *A Blended Learning Approach - Definition in online modules:*

Blended learning is the planned, systematic merging of physical and digital learning spaces to complement one another. It involves holistically weaving synchronous (online and face-to-face) and asynchronous content and activities to provide a more customised, student-centred learning experience. It is the "thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Garrison and Kanuka, 2004, p. 96) in SWINLearn, 2021.

Unit Learning Design Template – the Goal of the 8 weeks program

INTERNAL PURPOSES ONL

SwinLearn Blended Learning strategy

Unit Learning Design Plan

Unit code and name	
Unit Convener/Academic designer	
Course(s)	
Year level	

1. Learning outcomes

1.1 Course level learning outcomes

Course-level Intended Learning Outcomes		Graduate Attributes
CILO 1	*i.e. from ATLAS*	
CILO 2		
CILO 3		
CILO 4		*Add more rows as required*

1.2 Unit level learning outcomes

		MAPPING		
Unit-level Intended Learning Outcomes		CILOs	Graduate Attributes	Blooms taxonomy
ULO 1	*i.e. from ATLAS*	#		*e.g. remember, understand, apply, analysis, evaluate, create*
ULO 2		#		
ULO 3		#		
ULO 4	*Add more rows as required*	#		

2. Assessment

2.1 Assessment mapping

				MAPPING	
#	**Assessment type/name**	**Weighting (%)**	**Week due**	**#ULO**	**Grad Att**
1					
2					
3					
4	*Add more rows as required*				
	TOTAL				

sment plan

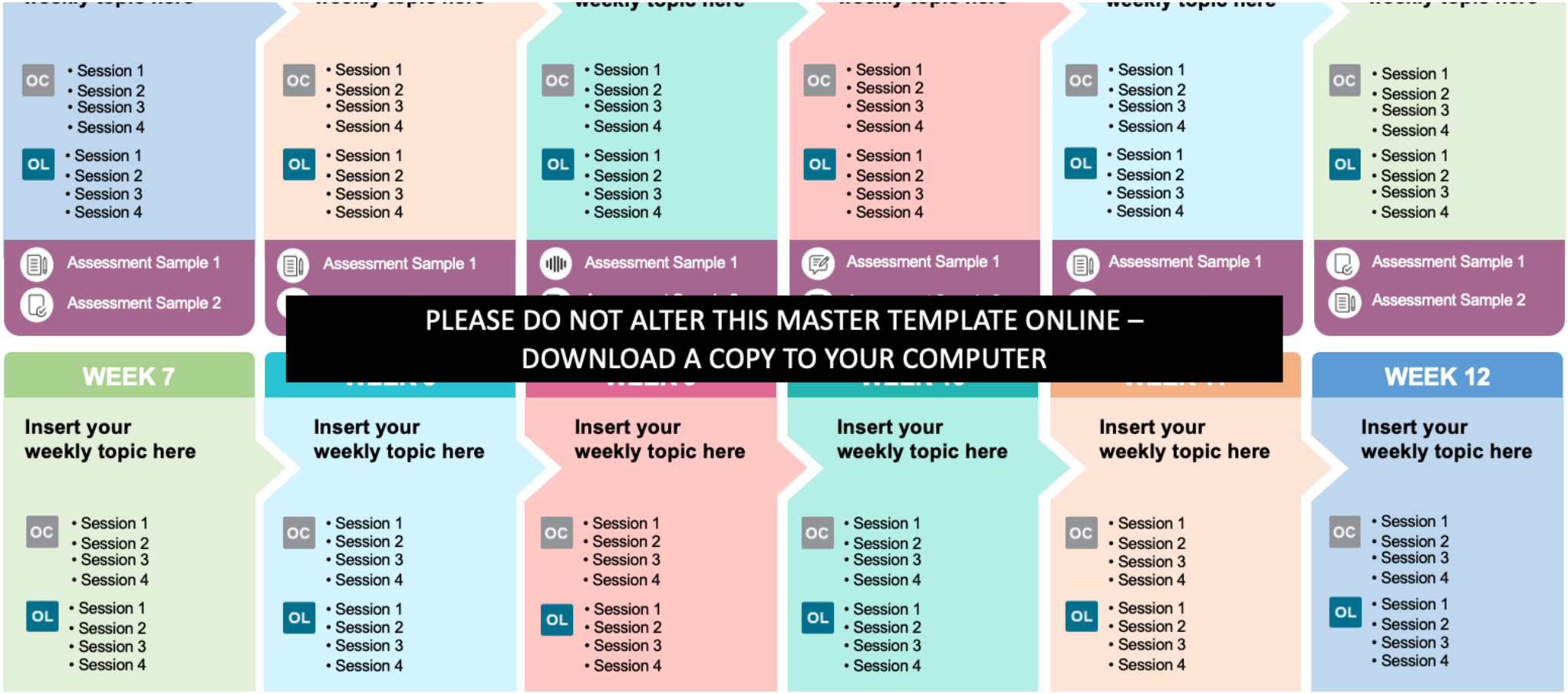
				SCAFFOLDING		
ssment rationale	**Alignment to Swinburne Assessment Principles**	**Type**	**Feedback**	**Learning & Academic Skills**	**Information & research Skills**	**Digita Skills**
low does the assessment nce student gement? Does it support evelopment of critical ing? Does it align with try expectations for iates/WIL students?	Is it: ☐ Fair ☐ Valid ☐ Reliable ☐ Achievable	☐ Hurdle ☐ Formative ☐ Summative	*e.g. 2 weeks after submission*	*e.g. Academic writing, presentation skills*	*e.g. independent research, referencing*	*e.g. vi creatic*
	Is it: ☐ Fair ☐ Valid ☐ Reliable ☐ Achievable	☐ Hurdle ☐ Formative ☐ Summative				
	Is it: ☐ Fair ☐ Valid ☐ Reliable ☐ Achievable	☐ Hurdle ☐ Formative ☐ Summative				
nore rows as required	Is it: ☐ Fair ☐ Valid ☐ Reliable ☐ Achievable	☐ Hurdle ☐ Formative ☐ Summative				

Assessment *(from 2.1)*					
Scaffolding *(from 2.2)*					
Feedback					
Topic/Module *This will become the title of the relevant Module in Canvas. (Merge rows for topics that run over multiple weeks)*	*e.g. Introduction to sociolinguistics*				
F2F/synchronous learning What activities will students participate in? How/what will they contribute? How does this support assessment? *Indicate the time for each activity/class*					
Time commitment	*e.g. 2 hour tutorial 2+1 hour studio Plus 1 hour group meeting*				
Online/ asynchronous learning What activities will students participate					

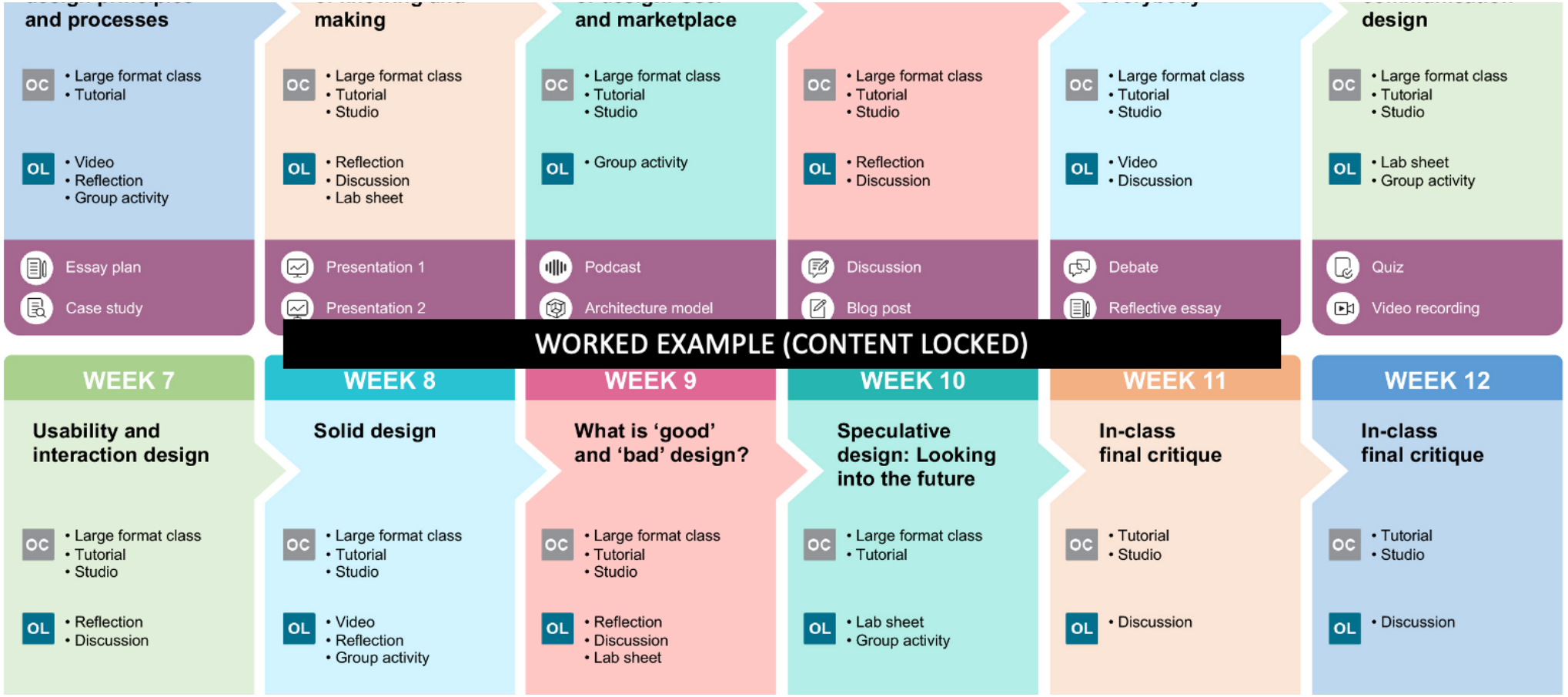
in? How does this support assessment? ¶ *Indicate the time for each activity/class* ¤				
Time commitment ¤	*e.g. 30 mins activities, 1 hour reading, 2 hours independent study* ¤	¤	¤	¤
Resources ¶ Including readings, interactive activities or media that need to be sourced or developed ¤	¤	*e.g. Smith & Hzu article* ¶ *Short video explaining fundamental concepts (to be sourced)* ¤	¤	¤

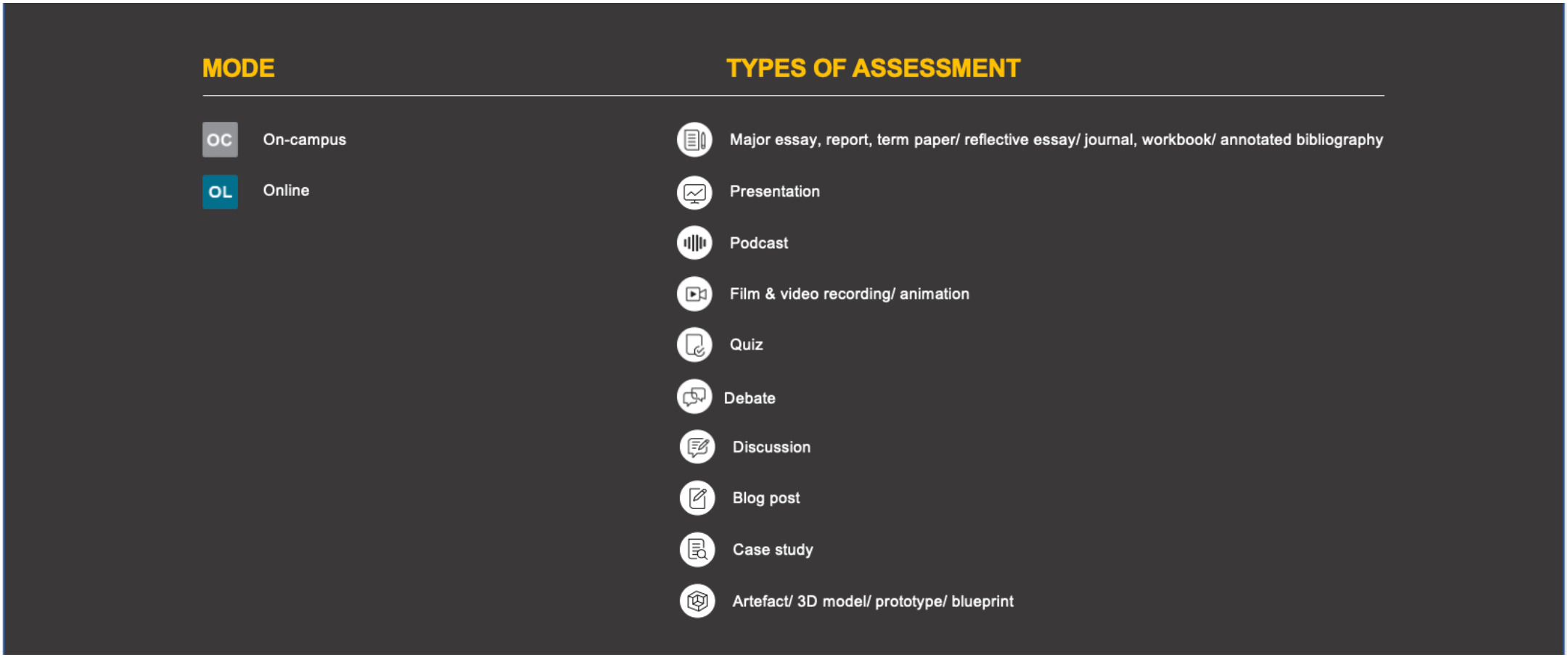
Sample of Unit Design plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Assessment *(from 2.1)*							Assessment 2: Group work- Presentation & Debate	Assessment 2: Group work- Presentation & Debate	Assessment 2: Debate	Assessment 2: Debate		Assessment 3: Case study
Scaffolding *(from 2.2)*	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 methods exercise (Case Study)	Analysis of examples of Case Study Assessments		
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 Assessment 2 (online) 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 2 (online) 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 2 (online) Interacting with students in tutorials, asking questions, steering investigation and motivating students Giving students the opportunity to share their learning and reflections	
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 Unbelieving: secularisation and the 'return of God'**	**Living in Cyberspace: mediated work, identity, politics & celebrity**	**Unity and Diversity: globalisation and 'multiple modernities'**	**The Big Debate: is society getting better?**
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: *Student-led discussion (small group & report back to class)* "You are what you eat" (30 mins)	Activity 1: *Student-led discussion,* 'The Big Debate. Progress: is society getting better or worse?" (60 mins) Activity 2: *Co-creation* of marking criteria for Minor Essay (20 mins) Assessment 1 Q&A (30 mins)	Activity 1: *Student-led discussion,* 'Capitalism and Alienation' (60 mins) Activity 2: *Academic skills* 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: *Student-led discussion* 'Urbanism becomes a way of life' and 'Loic Wacant: urban outcasts and the rise of the hyperghetto' (60 mins) Activity 2: *Academic skills* Peer review of draft intro for Assessment 1 (20 mins) Assessment 1 Q&A (15 mins)	Activity 1: *Student-led discussion,* "Globalisation and Neoliberalism' and 'Where do you fit in? Buying Locally' (60 mins). Activity 2: Co-creation *of format, 'rules' and marking criteria for Debate Assessment (30mins)* Debate Assessment Q&A (15 mins)	Activity 1: *Student-led discussion,* 'The disenchantment of the world', 'Bureaucracy's darkest hour' and 'The McDonaldisation of society' (60 mins). Activity 2: *Generic Skills:* Strategies for giving oral presentations (20 mins) Debate Assessment Q&A (15 mins)	Activity 1: *Debate (Assessment 2)* (60mins) Activity 2: *Academic skills* How to develop interview questions exercise (30 mins) Case Study Assessment Q&A (10 mins)	Activity 1: *Debate (Assessment 2) (60mins)* Activity 2: *Academic skills* Ethics in human research exercise (20 mins) Case Study Assessment Q&A (10 mins)	Activity 1: *Debate (Assessment 2) (60mins)* Activity 2: *Academic skills* Research methods exercise (20 mins) *Activity 3: Co-creation of marking criteria for Case Study (20 mins)* Case Study Assessment Q&A (10 mins)	Activity 1: *Debate (Assessment 2) (60mins)* *Activity 2: Academic skills* *Analysis of examples of Case Study Assessments (20 mins)* Case Study Assessment Q&A (10 mins)	Activity 1: *Debate (Assessment 2) (60mins, if required)* Activity 2: *Student-led reflection* on lived experiences of diverse modern societies (45mins) Case Study Assessment Q&A (10 mins)	Activity 1: *Student-led reflection* on whether society is getting better, how it could be changed for the better. (60 mins)
Time commitment	2-hour tutorial	2-hour tutorial	2-hour tutorial	2-hour tutorial	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours	2 hours
Online/ asynchronous learning	*Listen:* Week 1 lecture *Read:* Required reading *Watch:* Video Intro to the unit Short video on cultural differences	*Listen:* Week 2 lecture *Read:* Required reading *Skills activity:* 'What makes a good essay?' exercise (20 mins) *Watch:* Video- overview of the week (2mins) Short video/s illustrating premodern ways of life *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into assessment 1)	*Listen:* Week 3 lecture *Read:* Required reading *Skills activity:* 'You're the teacher- mark an essay' exercise *Watch:* Video- overview of the week (2mins) Short videos on industrialisation of food and fashion *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into assessment 1)	*Listen:* Week 4 lecture *Read:* Required reading *Skills activity:* Reference Practice exercise *Watch:* Video- overview of the week (2mins) Short videos on downsides of urbanisation *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into assessment 1)	*Listen:* Week 5 lecture *Read:* Required reading *Watch:* Video- overview of the week (2mins) Short video on key concepts: Capitalism, liberalism and neo-liberalism *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into Assessment 3)	*Listen:* Week 6 lecture *Read:* Required reading *Watch:* Video- overview of the week (2mins) Short videos on rationalisation *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into Assessment 3)	*Listen:* Week 7 lecture *Read:* Required reading *Watch:* Video- overview of the week (2mins) Short videos on impact of consumerism of individuals *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into Assessment 3) *Skills activity:* How to develop interview questions exercise	*Listen:* Week 8 lecture *Read:* Required reading *Watch:* Video- overview of the week (2mins) Short videos on digital mediation of social and personal life *Reflect/Write:* Short responses to videos in H5P Documentation Tool (feeds into Assessment 3)	*Listen:* Week 9 lecture *Read:* Required reading *Watch:* Video- overview of the week (2mins) Short video *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into Assessment 3)	*Listen:* Week 10 lecture *Read:* Required reading *Watch:* Video- overview of the week (2mins) Short video *Reflect/Write:* Short responses to prompts about the video/s in H5P Documentation Tool (feeds into Assessment 3)	*Listen:* Week 11 lecture *Read:* Required reading *Watch:* Video- overview of the week (2mins) Short video Short responses to prompts about the video/s in H5P Documentation Tool (feeds into Assessment 3)	*Listen:* Week 12 lecture
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	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 (H5P)	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 (H5P)	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 (H5P)	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 H5P 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 H5P 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 H5P 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 H5P Documentation	Lecture- 20 min chunks, using Mayer's principles Video- overview of the week (2mins) Short video explaining/illustrating key concepts: Secularisation & De-secularisation Short responses to prompts about the video/s in H5P Documentation	Lecture- 20 min chunks, using Mayer's principles Video- overview of the week (2mins) Short video explaining/illustrating key concepts: Digitisation Short responses to prompts about the video/s in H5P Documentation	Lecture- 20 min chunks, using Mayer's principles Video- overview of the week (2mins) Short video explaining/illustrating key concepts: globalisation and 'multiple modernities' Short responses to prompts about the video/s in H5P Documentation	Lecture- 20 min chunks, using Mayer's principles Video- overview of the week (2mins)



Student Learning Journey Map


and processes
making
and marketplace
design
OC
• Large format class
• Tutorial
• Studio
OL
• Video
• Reflection
• Group activity
• Reflection
• Discussion
• Lab sheet
• Group activity
• Video
• Discussion
• Lab sheet
Essay plan
Case study
Presentation 1
Presentation 2
Podcast
Architecture model
Discussion
Blog post
Debate
Reflective essay
Quiz
Video recording
WORKED EXAMPLE (CONTENT LOCKED)
WEEK 7
Usability and interaction design
WEEK 8
Solid design
WEEK 9
What is 'good' and 'bad' design?
WEEK 10
Speculative design: Looking into the future
WEEK 11
In-class final critique
WEEK 12
In-class final critique

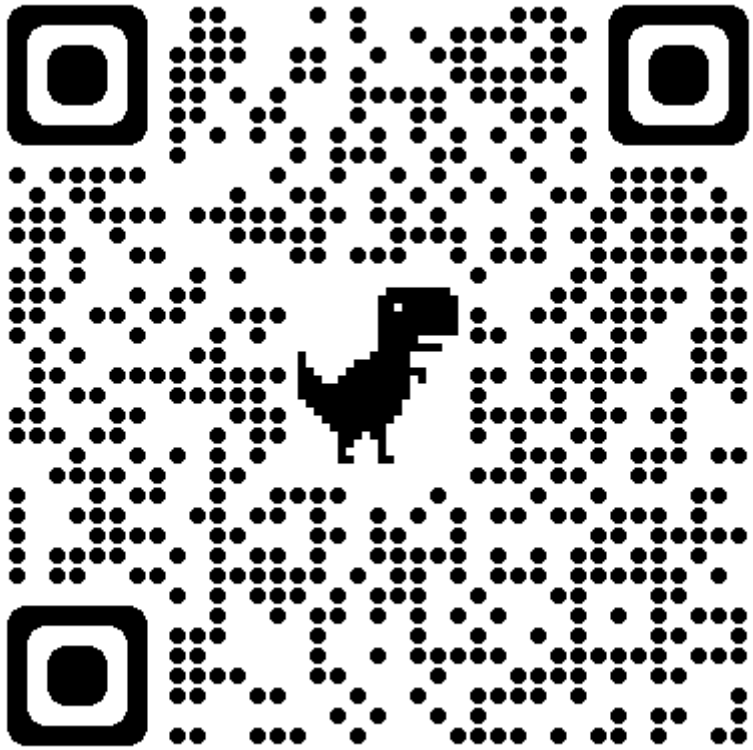


Example: 2022-HS1-SOC10014-Popular Culture, Social Change and Technology

Unit Code(s)		SOC10014
Unit Title		Popular Culture, Social Change & Technology
Duration		12 weeks
Total Contact Hours		36 hours
Requisites:		
	Pre-requisites	Na
	Co-requisites	Na
	Concurrent pre-requisites	Na
	Anti-requisites	Na
	Assumed knowledge	Na
Credit Points		12.5
Campus/Location		Hawthorn
Mode of Delivery		Blended • Online lectures • Face-to-face tutorials • Independent study
Assessment Summary		Assessment 1: Public Communication Blog Posts x 2 Assessment 2: In-class Presentation Assessment 3: Major Essay

mail: bpfandner@swin.edu.au

linkedIn:



https://www.linkedin.com/in/bettina-pfaendner/

Instagram:digital_dolphins

CREATED BY
Bettina Pfaendner

Credits:

Created with images by Vladimir Melnik - "Summer fruit salad" · Pixel-Shot - "Female waiter wearing apron on white background" · Jörg Lantelme - "eine Orange wird geschnitten" · Miquel - "Blender with fruit flying, isolated from the background" · Alex - "inked watercolor strip on paper red" · Vladimir Melnik - "Summer fruit salad" · sdecoret - "Businessman using thin line contact icon"

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