### Proposed USQ blended learning model – baseline course-level experience

This table articulates **proposed elements of a baseline USQ course experience** for any mode of delivery. Each of these elements is contextualised for different stages of the student learning journey (see pp.2-3), framed as **moving in, moving through and moving out** (Schlossberg, 1981).

<table>
<thead>
<tr>
<th>Course</th>
<th>Baseline elements</th>
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</table>
| Learning environment        | There is a welcomes, course introduction and orientation, including a communiqué that closes the student feedback loop  
                              | There is an introductory activity that initiates learners’ connection with the teacher, the course and each other  
                              | There is a purposeful course structure to sequence teaching and guide learner activity  
                              | There is a closing activity that is focused on learner achievement and progress within their degree.                                                                                               |
| Teaching                    | Teaching is focused on what the learner must know and do to achieve course objectives  
                              | Teaching activities and materials support required learning and are accessible to diverse learners  
                              | Teaching materials include teacher developed and value-adding external/Open Education Resources  
                              | Includes planned opportunities/spaces for teacher-learner interaction  
                              | There are teacher-facilitated activities that engage learners with each other to develop required learning  
                              | Includes an evaluation cycle, including teacher use of student feedback for course improvement.                                                                                               |
| Assessment                  | There is a clear connection between assessment, course objectives and teaching activities  
                              | Expectations about assessment performance are communicated with learners and markers before tasks are due  
                              | Assessment is relevant to student’s discipline and/or intended profession  
                              | Provides scope for learner choice and autonomy that is appropriate for the course context  
                              | There is a mix of online and offline assessment and supporting activities.                                                                                                                     |
| Student support             | There is a prompt teacher response to student questions about the course  
                              | Explicit guidance is provided for assessment tasks, including task summaries and criteria  
                              | e-learning/technical guidance is provided for course specific software/platforms  
                              | Teacher facilitated activities to develop the required learning  
                              | There are clear links to institutional support  
                              | Opportunities are provided for students to access formal and/or informal peer support.                                                                                                         |
| Student learning            | Occurs through student-teacher interaction  
                              | Occurs through teacher-facilitated, learner-learner interaction in aligned, formative and/or summative activities  
                              | Occurs as part of learner engagement with assessment and feedback processes  
                              | Occurs as part of learner engagement with teacher-provided content.                                                                                                                           |
| Disciplinary knowledge      | There is progressive development of disciplinary concepts, theories and processes  
                              | There is explicit, progressive development of relevant skills/literacies/competencies/attributes, including relevant Indigenous cultural competencies.  
                              | Interdisciplinary and work-based learning are integrated, where relevant, within disciplinary learning.                                                                                         |
### USQ blended learning model – contextualised for the three-stage, student learning journey

|--------|--------------|-------------------|--------------|
| **Learning environment** | • Welcome, course introduction and orientation include closure of feedback loop.  
  • Introductory activity emphasises learner identity and transition  
  • Purposeful course structure is weekly or topic-based with meta-narrative to guide learner activity  
  • Closure is focused on success. | • Welcome, course introduction and orientation include closure of feedback loop  
  • Introductory activity emphasises learner connection with course subject area.  
  • Purposeful course structure focused on learning process.  
  • Closure is focused on what has been learned. | • Welcome, course introduction and orientation include closure of feedback loop  
  • Introductory activity is focused on learner connection with profession/vocation.  
  • Purposeful course structure based on activity or process with space for learner-directed activity.  
  • Closure us focused on career preparation. |
| **Teaching** | • Learner-centred approach is teacher-led  
  • Relevant, accessible teaching materials including core, teacher-developed materials, readings with a small element of external/OER value-adding content.  
  • Teacher-learner interaction is facilitated using simple asynchronous/synchronous tools.  
  • Teacher facilitated learner-learner interaction includes formative activities  
  • Course evaluation uses basic elements. | • Learner-centred approach is teacher-facilitated.  
  • Relevant, accessible teaching materials with greater element of external/OER value adding content  
  • Teacher-learner interaction is facilitated using more complex types of asynchronous/synchronous tools.  
  • Teacher facilitated learner-learner interaction includes formative and summative activities.  
  • Course evaluation includes additional qualitative components. | • Learner-centred approach is inquiry-based, teacher or workplace supervisor-facilitated, & learner co-constructed.  
  • Relevant, accessible teaching materials include learner contributed/discovered content.  
  • Teacher-learner interaction is learner-driven.  
  • Teacher facilitated learner-learner interaction includes options for inquiry-based internal and external networking and collaboration.  
  • Course evaluation includes small-wins strategy. |
| **Assessment** | • Clear connection between assessment and course objectives is made clear for learners  
  • Expectations about student performance are introduced via the use of criteria, guides and teacher feedback.  
  • Relevant assessment tasks develop foundational knowledge and transition skills.  
  • Learner choice is limited in scope  
  • Mix of online and offline assessment and activities: online assessment via simple tools and/or formative activities to support assessment. | • Clear connection between assessment and course objectives is made by learners.  
  • Expectations about student performance are internalised through student application of criteria, guides and teacher feedback.  
  • Relevant assessment tasks are authentic, and mirror real-world activities  
  • Learner choice is used to direct learning in the assessment.  
  • Mix of online and offline assessment and activities: online assessment and activities via more complex tools. | • Clear connection between assessment and course objectives made by learners to shape their individual inquiry/work-based assessments.  
  • Expectations about student performance are partly shaped by learners as a result of personal inquiry parameters.  
  • Relevant assessment tasks are work/individual inquiry and focused on disciplinary/professional/community engagement.  
  • Learner choice to direct learning in the course.  
  • Mix of online and offline assessment and activities: online tools are focused on social networking. |
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<thead>
<tr>
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<tbody>
<tr>
<td>Student support</td>
<td>• Explicit guidance is provided for assessment tasks</td>
<td>• Explicit guidance provided for assessment tasks</td>
<td>• Explicit guidance provided for assessment tasks</td>
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<tr>
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<td>• Relevant learning support activities are teacher-led</td>
<td>• Relevant learning support activities are student-facilitated and teacher-moderated.</td>
<td>• Relevant learning support activities are student-facilitated and teacher-moderated.</td>
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<tr>
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<td>• There is e-learning/technical support for course specific software/platforms</td>
<td>• There is e-learning/technical support for course specific software/platforms.</td>
<td>• There is e-learning/technical support space provided for peer and teacher Q&amp;A.</td>
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<td>• There are clear links to institutional forms of support including academic &amp; e-learning support, Library</td>
<td>• There are clear links to institutional support including academic &amp; e-learning support, Library.</td>
<td>• There are clear links to institutional support including Career Development support.</td>
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<td>• Peer-to-peer support is formal and focused on threshold concepts &amp; academic skills.</td>
<td>• Peer-to-peer support is formal &amp; informal and focused on development in discipline.</td>
<td>• Peer-to-peer support is student-led &amp; focused on disciplinary mastery and professional preparation.</td>
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<tr>
<td>Student learning</td>
<td>• Teacher-student interaction f2f and online</td>
<td>• Teacher-student interaction f2f and online</td>
<td>• Teacher-student interaction f2f and online</td>
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<td>• Learner-learner interaction in purposeful, teacher-led, formative activities in f2f and simple online environments.</td>
<td>• Learner-learner interaction in teacher-facilitated formative and summative activities in f2f and complex online environments.</td>
<td>• Learner-learner interaction student-led &amp; focused on learner completion of individual inquiry in f2f and social networking-type online environments.</td>
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<td>• Engagement with assessment and feedback processes, including simple online assessments and self-diagnostics.</td>
<td>• Engagement with assessment and feedback processes including self-assessment and reflection.</td>
<td>• Engagement with assessment and feedback processes including assessment of self and others, and inquiry–based reflection.</td>
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<td>• Engagement with teacher-provided content including lectures, text, videos, html, readings.</td>
<td>• Engagement with teacher-provided content including externally available content, and student generated content.</td>
<td>• Engagement with teacher-provided content including externally available and student generated content for inquiry.</td>
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<tr>
<td>Disciplinary Knowledge</td>
<td>• Declarative elements including foundational disciplinary concepts, theories and processes</td>
<td>• Declarative elements including intermediate disciplinary concepts, theories and processes.</td>
<td>• Declarative elements including advanced disciplinary concepts, theories and processes.</td>
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<tr>
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<td>• Functioning elements including relevant academic skills, information literacies technical skills and Indigenous cultural competencies required for success in the course.</td>
<td>• Functioning elements including relevant academic skills, information literacies technical skills, attributes, professional capabilities and Indigenous cultural competencies required for success in their discipline.</td>
<td>• Functioning elements including relevant technical skills, high level information literacies attributes, professional capabilities, and Indigenous cultural competencies required for success in their profession.</td>
</tr>
</tbody>
</table>
Bibliography

- **Assessment authenticity and transparency**

- **First Year in Higher Education and Transition**

- **Learner engagement and online learning environment**

- **Lifelong learning and self-direction**

- **Outcomes-based curriculum design and constructive alignment**

- **Personalisation of learning**