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Education & Training
Boards Ireland
*Boird Oideachais &
Oiliúna Éireann*

2022

ETBI Blended Learning series

Session 14- Programme Development context in policy drafting



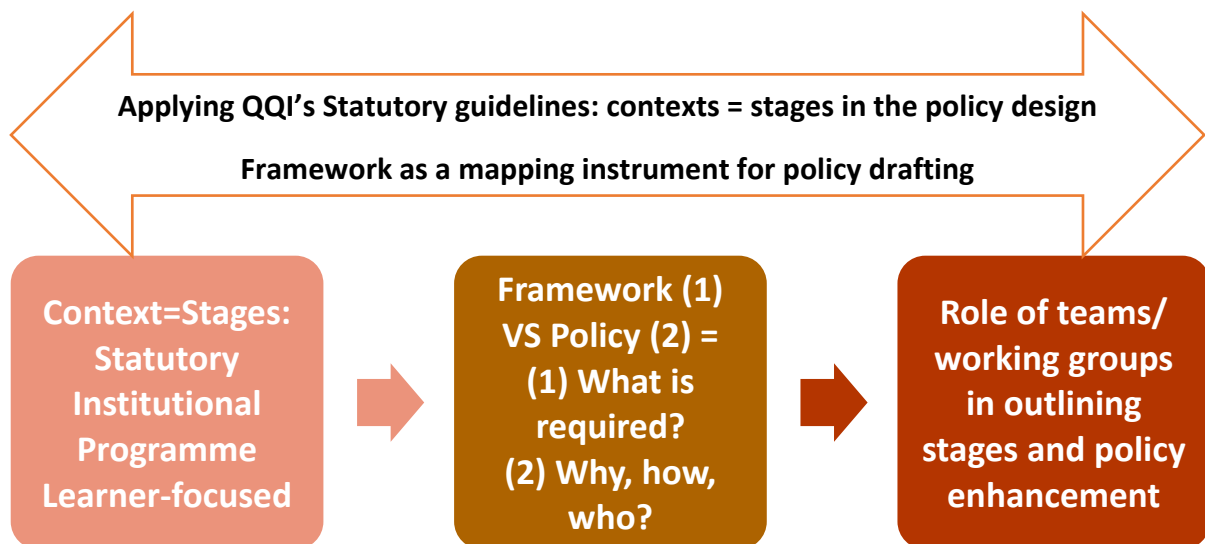
ETBI

2/8/2022

Blended Learning Series- Session 14 Summary

Programme Development context in blended learning policy

I. Ideas discussed regarding programme development in policy drafting



The presentation proposed some preliminary considerations when commencing policy drafting stages, beginning with QQI Statutory Guidelines for Blended Learning and utilizing the four core 'stages' in the drafting process.

II. How can we integrate QQI guidelines at programme level?

The presentation during this session also included an example of how QQI guidelines could be integrated in programme design and development as well as the initial steps to drafting a blended learning policy. Below is an example of how ETBs can approach this at the level of 'Supports' in programme development.

Core supports	Hierarchies & documentation	Programme Supports	Infrastructure and technologies
Accessibility	Policy codes of conduct, codes of practice, local and institutional supports	Enrolment	VLEs
Learner Supports		Blended learning interface: learner profile & needs	Delivery-specific resources
Assessment		Professional supports	Communication
Administrative		Professional Development	Digital Divide Inclusivity
			* Framework: what? * Policy: who, how, why?

III. Breakout Room Discussion

Question: Please discuss-

- A. What are some key priorities for the programme 'stage' in blended learning for your ETB?
- B. What challenges can you identify regarding policy and programme development/ validation?

Priorities and Needs emerging from group discussions:

Ratio of the Blend: in relation to appropriateness of ratio based on programme design
Validation/Revalidation of programmes & programme design/redesign: as a priority area for ETBs and a high-level discourse point.

Redesign of programmes.

Synchronous and Asynchronous methods in blended delivery and associated resources.

Sectoral understanding of blended learning and priorities was discussed as a priority and an area posing challenges.

Developing the learner and practitioner voice: ways to enhance this deeper engagement with blended learning and support mechanisms.

Timelines: challenges relating to programme redevelopment as well as the nature of resource required for this process.

Infrastructure and continuing support structures: maintaining the technical, technological pedagogical supports as fundamental components of programme enhancement/ validation and design.

Learner experience: the learner experience in blended constructs; capturing learner views and experiences.

Policy Design & curriculum design: The nature of expertise required was among the challenges discussed, including instructional design and the capacity to support this, designing and writing curricula and programmes and resources.

Collaboration: was encouraged as a supporting factor in the sector to enable more interaction and alignment with the changing landscape of blended delivery and learner and practitioner needs.

IV. Toolkits and resources

<ul style="list-style-type: none"> • Free Blended Learning Toolkit with Google
<ul style="list-style-type: none"> • Future Learn Digital Learning Toolkit and course
<ul style="list-style-type: none"> • This developer toolkit matrix may be of interest in relation to online learning and delivery infrastructure and resource planning, specifically for those involved in learning engagement tools, software enhancement and digital productivity aids.
<ul style="list-style-type: none"> • A guide for E-learning and programme design by UCD
<ul style="list-style-type: none"> • A great document for programme design features (please skip to page 18 for programme design)
<ul style="list-style-type: none"> • DCU Policy hierarchies: a model for policy writing and design, as discussed in the presentation
<ul style="list-style-type: none"> • See ICP College Blended Learning Policy (pp21-26)
<ul style="list-style-type: none"> • LA Trobe University Blended Learning Toolkit
<ul style="list-style-type: none"> • Blended Learning Toolkit by UCF, free open repository
<ul style="list-style-type: none"> • A case study on Blended Learning implementation. Please refer to this for detailed case study example on implementation, including theoretical and practical implications (see page 30)

V. Future series topics, as suggested by attendees

Monitoring in an online space	Supports for learners	Supports for educators	User experience in online spaces
Blended Learning Strategy	Engaging with learners at all stages	Accessibility	Instructional Design

Thank you for attending the ETBI Blended Learning series. Content for the next event will be selected from attendees' suggestions for upcoming sessions.

*** Due to formatting, please open this document in 'Desktop view' mode/ Word format.**