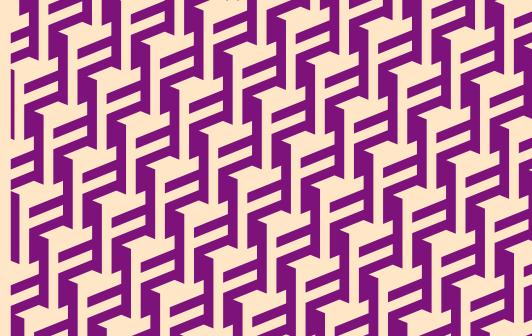


# Study Mode Guidelines

Staff Expectations for Implementation



A resource to support staff implement  
teaching methods, activities, and assessments  
that align with study mode definitions.



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# 1. Purpose

The purpose of this document is to support staff with implementing learning and teaching delivery methods, activities, and assessments that align with the study modes as defined in the table below.

**TABLE 1: 2025 and 2026 Study Modes Clarification**

Study Mode	Times	Location	Typical study mode parameters	Example of activities	Technology utilisation
On campus	8.30am-8.00pm Monday-Friday	University campuses	<ul style="list-style-type: none"><li>A unit delivered via Moodle learning management system (LMS) and face-to-face at our campuses.</li><li>Both synchronous and asynchronous learning opportunities.</li><li>Each credit point = 10 hours of learning.</li></ul>	<ul style="list-style-type: none"><li>Active Learning Sessions</li><li>Seminars</li><li>Workshops</li><li>Tutorials</li><li>Practical sessions (labs, field trips)</li><li>Lectures</li></ul>	<ul style="list-style-type: none"><li>Moodle (LMS)</li><li>Microsoft Teams</li><li>Connected Classrooms (campus and online connected classrooms)</li><li><a href="#"><u>FedUni endorsed platforms</u></a></li></ul>
Blended /Flexible	8.30am-6.30pm Monday-Sunday	Combination of online and attendance at campuses / learning hubs	<ul style="list-style-type: none"><li>A unit delivered mostly online with some face-to-face delivery on campus.</li><li>Both synchronous and asynchronous learning opportunities.</li><li>Any online units that have placement expectations are considered blended/flexible.</li><li>Each credit point = 10 hours of learning.</li></ul>	<ul style="list-style-type: none"><li>Co-Op learning activities</li><li>Self-paced activities with multimedia</li><li>Simulation experiences</li><li>Virtual reality experiences</li></ul>	
Online*	Monday-Sunday (times remain flexible)	All activities conducted online	<ul style="list-style-type: none"><li>All units delivered wholly online.</li><li>Both synchronous and asynchronous learning opportunities.</li><li>No expectation of students attending any face-to-face events.</li><li>Each credit point = 10 hours of learning.</li></ul>		

\* Current units offered in an ONLINE Study Mode definition are transitioning to fully compliance by Semester 1, 2027. The university acknowledges some units are undertaking this transition progressively during 2025 and 2026.

## 2. Learning Models

Many learning models may suit your learning environment. Here are some common models that support the student journey.

### Examples of Learning models:

- Community of Inquiry (CoI)
- Constructive Alignment
- Project-Based Learning (PBL)
- Team-Based Learning (TBL)
- Case-Based Learning
- Inquiry-Oriented Learning (IOL)
- Flipped Classrooms

For a comprehensive list of learning models, see the HoTEL (Holistic Approach to Technology Enhanced Learning) Learning Theory Map.



### 3. Clarifying engagement expectations

The FedUni study modes have a mixture of synchronous (real-time) and asynchronous (not in real time) learning opportunities. See further suggestions.

*NB: Please be advised that Generative AI (ChatGPT) was used in the writing of this list.*

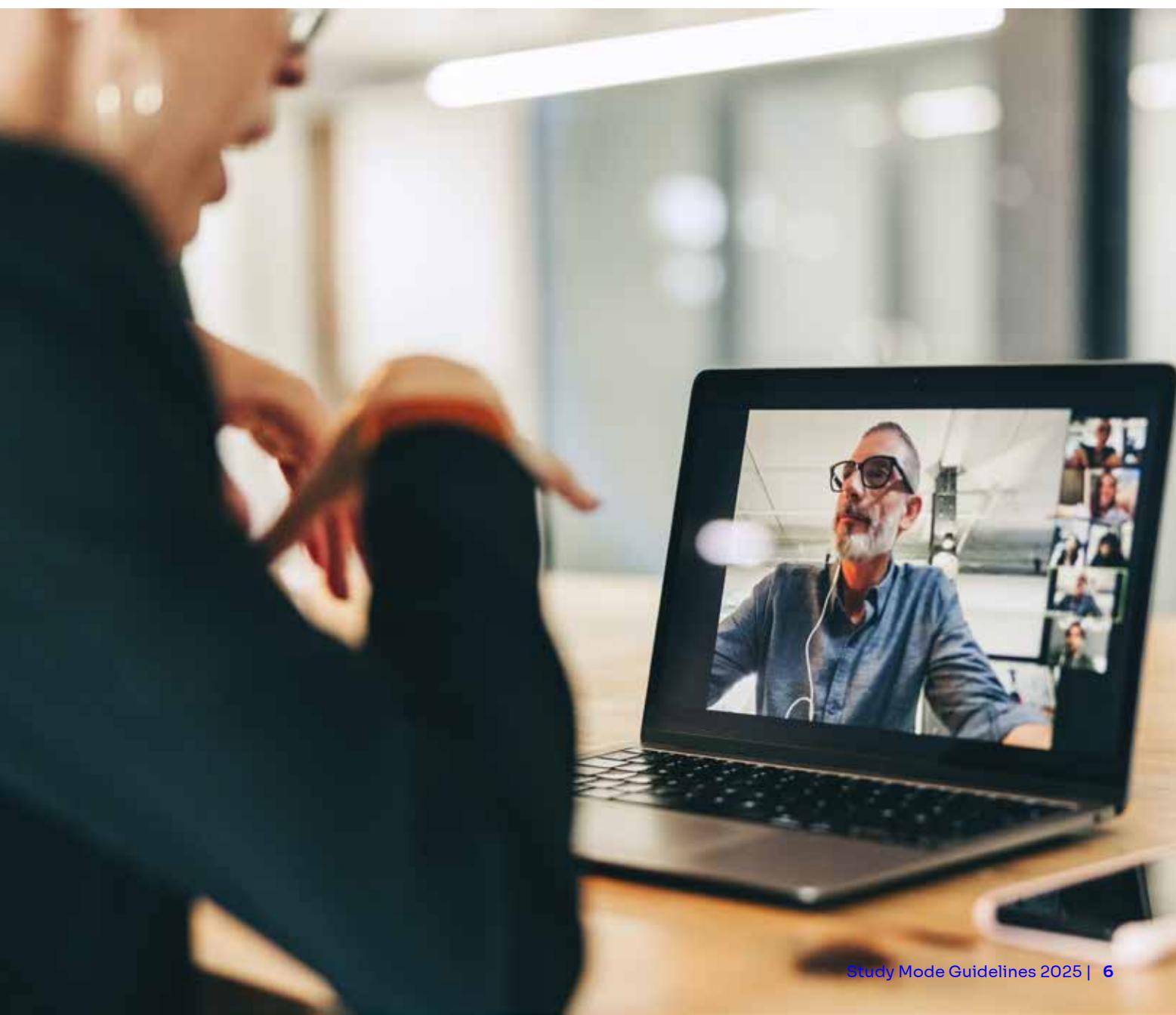


#### 3.1 Synchronous, on-campus (facilitated vs unfacilitated):

- **Facilitated sessions:** Instructor-led, with structured activities and real-time engagement. Assessments may include:
  - Formative assessments: In-class quizzes, polls, or group discussions to gauge understanding and provide feedback.
  - Summative assessments: Formal presentations, group projects, or exams that contribute to final grades.
  - Peer assessment: Students assess each other's work during activities like group projects or presentations.
  - Self-assessment: Students reflect on their participation or performance, completing checklists or rubrics.
- **Unfacilitated sessions:** Students engage independently, working on tasks like group collaboration. Assessments may include:
  - Formative: Peer feedback during group discussions or collaborative projects.
  - Summative: Submission of final group work or self-directed projects.
  - Peer and self-assessments: Students assess each other's contributions and reflect on their own roles.

### 3.2 Synchronous, online (facilitated vs unfacilitated):

- **Facilitated sessions:** Real time online classes or discussions with instructor guidance. Assessments may include:
  - Formative: Live polls, quizzes, or breakout room activities to check understanding.
  - Summative: Online presentations or live exams.
  - Peer assessments: Peer review of online discussions, presentations, or collaborative tasks.
  - Self-assessment: Students reflect on their participation in online activities using guided rubrics.
- **Unfacilitated sessions:** Students join virtual spaces independently. Assessments may include:
  - Formative: Group discussions, peer to peer feedback on shared work.
  - Summative: Final submission of assignments or group projects.
  - Peer and self-assessments: Students assess their own and others' contributions to online group tasks.





### **3.3 Synchronous, multi-location, on campus/study hub (via connected classrooms):**

- **Host facilitator location:** The primary instructor leads from one location. Assessments may include:
  - Formative: Real time quizzes, guided discussions, or project feedback across locations.
  - Summative: Presentations, group projects, or exams delivered across connected locations.
  - Peer and self-assessments: Students from different locations assess their contributions to group tasks.
- **Remote facilitator present locations:** Local facilitators guide students. Assessments may include:
  - Formative: Localized group work with facilitator feedback.
  - Summative: Joint submissions or location specific assessments.
  - Peer and self-assessments: Reflecting on both local and remote collaboration.

### 3.4 Asynchronous (not in real time)

Asynchronous learning refers to educational activities that students engage with independently, without the need for real-time interaction with teachers or peers. It allows learners to access materials, complete tasks, and collaborate at their own pace, within the timelines set by the unit or course.

This mode supports flexibility, self-direction, and collaborative engagement through tools and platforms that do not require simultaneous participation.

#### Key Features

##### Independent Engagement:

Learners interact with content, resources, and activities on their own schedule, without live facilitation.

##### Peer Collaboration:

- Group work and interaction may occur through asynchronous tools such as shared documents, discussion boards, or messaging platforms, enabling meaningful collaboration without requiring everyone to be online at the same time.
- Flexible Assessment Approaches:
  - Formative: Progress updates, peer feedback, and collaborative task contributions.
  - Summative: Final submissions of individual or group work.
  - Self and Peer Assessment: Reflection on personal and group contributions in asynchronous settings.



## 4. Activities listed in Timetabling

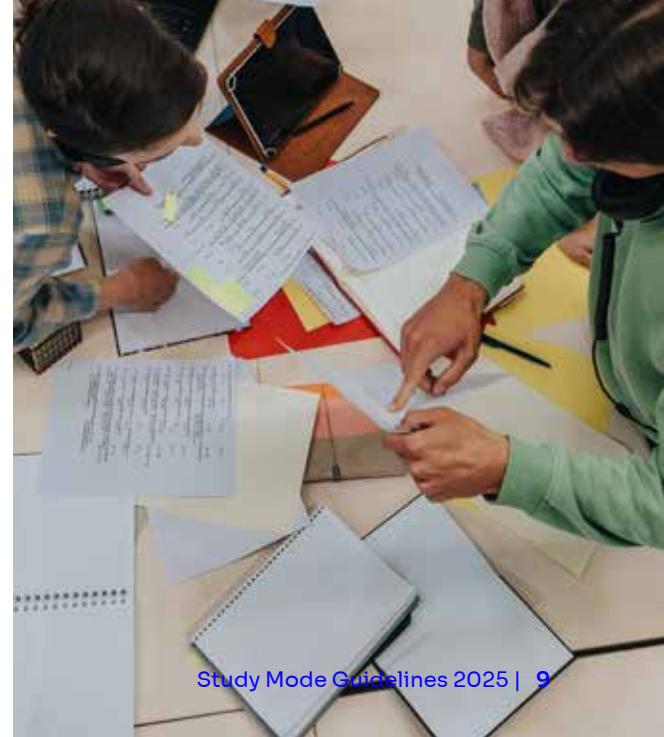
New terms to be considered as part of timetabling options. Some activities are timetabled, and some are not but made explicit for the learner and instructor.

### 4.1 Active Learning Sessions

Active learning generally refers to any instructional method that engages students in the learning process beyond listening and passive note taking. Active learning approaches promote skill development and higher order thinking through activities that might include reading, writing, and/or discussion.

Active Learning Sessions are scheduled as part of central timetabling thus providing staff and students with clear logistics at the commencement of the teaching period.

[Reference: Active Learning | Center for Teaching & Learning \(berkeley.edu\)](#)



## 4.2 Seminars

A seminar is a more interactive accompaniment to a lecture. Seminars are a welcoming environment where learners are encouraged to share, hear and reflect on a range of different opinions. Seminars resemble a typical school classroom atmosphere with much smaller class sizes than lectures, giving students a better opportunity to interact with each other and the teacher to further their learning. Also, students who may find it difficult speaking in front of large groups will benefit from the more intimate class sizes. Seminars accompany lectures and usually go over the material covered in the lecture in more detail. Academics should establish clear expectations to be gained from coming to the seminar. This might include learners coming prepared from information delivered through lectures, moodle lesson, activity book and other instructional materials. Generally during these seminars students are completing group tasks and are taking part in discussions and debates. This is your opportunity to ask your tutor any questions on the topic that you may have. Unlike in lectures, where you are expected to simply sit quietly and listen, seminars are almost the complete opposite.

Seminars are scheduled as part of central timetabling thus providing staff and students with clear logistics at the commencement of the teaching period.

Reference: Seminars, Lecturers & Workshops ([thinkstudent.co.uk](http://thinkstudent.co.uk))

## 4.3 Workshops

Unlike lectures and seminars, workshops are separate and often seen as an optional extra to the other types of lessons. Workshops can be refreshing to do something a little more practical and a good way to help consolidate learning. Workshops can help students gain a broader knowledge, not just of the content, but also how to apply it.

Workshops can have a different pace compared to lectures and seminars with more interaction between the learners and the facilitators. Workshops might be used to discuss critical concepts and have groups discuss solutions that they may present back to the class. Workshop interaction can be enhanced using digital media as part of the learning.

Workshops are scheduled as part of central timetabling thus providing staff and students with clear logistics at the commencement of the teaching period.





## 4.4 Tutorial

A 'tute' is a smaller class of 15–20 students and is normally associated with in-depth discussion linked to learning disseminated through several learning strategies. Discussions at the tute level provide the opportunity to further explore content, concepts and develop deeper understanding of the new knowledge. The tutor maybe your lecturer or another academic staff.

Joyce Voerman from Charles Sturt University, explains: *"The tutorial's function is for discussion so you can get familiar with the ideas and use the language of the subject. It will often involve exercises and different activities to apply the concepts in the lecture. Each tutorial will usually be two hours. Some lecturers combine a one-hour lecture followed by a two-hour tutorial. The tutorial could also be a practical – called a lab prac or simply, 'prac'."*

Before tutorials, students should go over lecture notes and prescribed readings so they're prepared to ask questions and clarify what is expected.

Tutorials are scheduled as part of central timetabling thus providing staff and students with clear logistics at the commencement of the teaching period.

[Reference: Lectures and tutorials \(csu.edu.au\)](https://www.csu.edu.au/study-mode/guidelines/lectures-and-tutorials)

## 4.5 Practical Experiences

Practical experiences assist in solidifying theoretical concepts as part of the learning journey. Practical experiences may include laboratory sessions, field trips and practical activities in alternative learning spaces (i.e. gymnasium, simulation environments or patient wards etc).

Practice Experiences are scheduled as part of central timetabling thus providing staff and students with clear logistics at the commencement of the teaching period.

## 4.6 Placement Experiences

Placement Experiences are defined where a student is placed within a workplace for any period. Examples of placement experiences include the following:

Accreditation placement, Cadetships, Clinical placement, Clinical practicum, Clinical education, Clinical experience, Co-curricular work placements, Community organisation placements, Corporate internship, Extra-mural placement, Industry placement, Internships, Intra-mural placement, Practical placements, Practical work placement, Practicum, Practicum placement, Professional experience placement, Professional internship, Professional placement, Professional work placement, Research practicum, Service learning, Teaching professional practice, Voluntary placement, Work placement.

Placement Experiences are scheduled as part of central timetabling thus providing staff and students with clear logistics at the commencement of the teaching period.

[REF: WIL-in-universities-final-report-April-2019.pdf](#)



## 5. Pedagogical Practices

### Interactive vs Passive Content

#### Interactive Content

**Definition:** Activities that require decision-making, learner contribution, collaboration, dialogue, co-construction of knowledge and shared problem-solving.

#### Formative

1. Interactive quizzes with immediate feedback (individual and group modes)
2. Online discussion forums requiring collaborative knowledge-building
3. Live/real-time feedback (classroom debates, peer critique circles, virtual breakout tasks)

#### Summative

1. Applied tasks contributing to final grades (simulations, collaborative case studies, team-based projects)
2. Group artefact creation (reports, designs, presentations) where collaboration is integral to success

#### Peer & Self-Assessment

1. Reflective journals on individual contributions and team dynamics
2. Peer evaluation of collaborations (assessing teamwork, communication, and contribution)
3. Self- and peer-assessment of processes (decision-making logs, peer ratings of collaboration)

#### Passive Content

**Definition:** Instructional materials primarily designed for information delivery and individual consumption (e.g., readings, recorded lectures, explanatory videos).

#### Formative

1. Low-stakes quizzes for comprehension checks
2. Reflection prompts or learning journals following content engagement

#### Summative

1. Written assignments requiring integration of consumed content
2. Exams testing comprehension, recall, and application

#### Peer & Self-Assessment

1. Self-reflection on understanding, interpretation, and application of content.
2. Peer feedback on written reflections, content summaries, or comprehension activities.
3. Collaborative annotation or critique of readings or recorded lectures to assess depth of interpretation.

## 6. Definitions

**Active learning:** Students are actively involved in the learning process beyond passive listening, reading, or memorising and engage in a range of individual and/or group activities designed to assist deeper learning and conceptual understanding. There are a range of active learning approaches to suit intended outcomes.

**Asynchronous learning:** Learning that occurs outside the hours of the timetabled lecture, tutorial, workshop, or session either individually or with other students.

**Authentic assessment:** Assessing real-world skills and knowledge relevant to the discipline context to prepare students for their future careers. At Federation we evaluate these in relation to their proximity to workplace activities.

**Blended/Flexible learning:** A student-centred approach that uses face-to-face (synchronous) and online learning (asynchronous) with learning strategies to enable greater flexibility, feedback and engagement.

**Face-to-face learning:** Students are physically present in real time (synchronously) for a timetabled lecture, tutorial, workshop, fieldtrip or session or other activity.

**Flipped Classroom:** A blended learning strategy that requires students to prepare for class by learning key content before then consolidating conceptual understanding through a range of collaborative active learning techniques.

**Inclusive learning:** Fostering an environment for learning that is respectful of others, collaborative, and leverages difference amongst individuals to enrich learning experiences and develop learning community.

**Lecture:** A lecture is an oral presentation intended to present information or teach people about a particular subject, often conducted by a university academic or teacher. It typically involves a speaker delivering an informative or instructional talk to a group. Critics point out that lecturing is mainly a one-way method of communication that does not involve significant audience participation but relies on Critics point out that lecturing is mainly a one-way method of communication that does not involve significant audience participation but relies upon passive learning (Reference: Co-Pilot).

**Online learning:** All students engage in university online environments either synchronously or asynchronously.

**Student-centred learning:** An approach to learning and teaching that emphasises students' role in their own learning through a range of authentic and active learning approaches.

**Synchronous blended learning:** Students (online or on campus) learn together in real time (synchronously) using flipped, blended, or active learning strategies. At Federation University, this is known as the Connected Classroom.

**Synchronous learning:** Learning that occurs within the set time of a timetabled lecture, tutorial, workshop, or session simultaneously between academics, teachers, tutors, and online or face-to-face students.

## 7. Additional Resources

Shannaq, B. (2025). E-Learning Integration and Teaching Strategies to Enhance Knowledge Retention in Higher Education. *Emerging Science Journal*, 9(2), 829–850. <https://doi.org/10.28991/ESJ-2025-09-02-017>

Luo, R., & Zhou, Y. (2024). The effectiveness of self-regulated learning strategies in higher education blended learning: A five years systematic review. *Journal of Computer Assisted Learning*, 40(6), 3005–3029. <https://doi.org/10.1111/jcal.13052>

Mercado-Varela, M., Lozano-Rodriguez, A., Ochoa-Alcantar, J. M., & Piza-Gutierrez, R. I. (2025). Active Teaching Strategies in Higher Education: A Systematic Literature Review. *The International Journal of Learning in Higher Education*. <https://doi.org/10.18848/2327-7955/cgp/v32i02/137-160>

## 8. Additional Notes

These guidelines were co-developed with members of the Learning and Teaching Community of Practice since March 2025. This includes the Associate Deans, Learning and Teaching, Teaching Champions, and Learning Designers. These guidelines were presented to LTQC for noting (September 18 meeting).

**For more information please visit the  
Learning and Teaching Sharepoint Hub.**

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