



# The Application of the FIT model for Online Learning for the Diploma of Policing Management

University of the South Pacific

Dr Karin Oerlemans

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## The FIT model and the Diploma of Policing Management

The purpose of this final report is to close out this part of the project, demonstrating the applicability of the FIT model within the Diploma of Policing Management, within the context of the LMS platform at USP. The original model, as described below, was developed within a Moodle platform, similar to that used at USP, though has now been widely adopted elsewhere. The model made use of the Grid View in Moodle, to clearly organise and structure a course for online delivery without causing overwhelm to students. The purpose was to create a course that would deliver the minimum requirements to enable students to work through at their own pace and be successful.

The process begins with a review of the material already in the online space. This was conducted and information provided previously.<sup>1</sup> The overview was conducted using the *Foundational Delivery Minimums Checklist* (see p. 8 below). This assesses the sufficiency of the content, instructions, communication and assessment information, which has been demonstrated to deliver the optimum learning for all students (Busby Grant & Oerlemans, 2022). Once completed a number of coaching sessions were delivered to the lecturer and others, to discuss the opportunity for using the Grid Module in the USP Moodle platform (p. 10 below). Unfortunately, this was not possible and alternative structures were then explored. Further coaching sessions were then held with the lecturer to create familiarity with the FIT model, including the sharing of planning and processes documents (p. 11ff). These are now with the lecturer for implementation, but also attached for your reference. Further coaching is available to see this implemented across the Diploma of Policing Management, but falls outside of the scope of the current project.

I wish the University and Academics well in the application of the FIT model to the Diploma of Policing Management and beyond, utilizing the received documentation. Please note, as I say below (p. 6), the implementation of quality online learning, whatever model is adopted, is a process of slow knowing!



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Principal Consultant  
ABN: 32721593502

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<sup>1</sup> 2021 12 21 Strategic Analysis of Diploma of Policing Management

## Using an LMS to support learning

“Technology will never replace great teachers, but technology in the hands of great teachers is transformational” George Couros (2015)

The growth in the use of an LMS to support learning, either fully online or for blended learning (Bonk & Graham, 2006), requires some consideration for *how* to make the best use of it. It is essential to create and structure a learning environment that motivates and engages students and is accessible for all. The **FIT model** of online learning (see Figure 10.3) was developed out of my own practice and research supporting academics and school teachers to adopt quality e-learning practices (Oerlemans, 2013). It is a morphological model of online learning that structures the learning environment in such a way as to promote motivation, create engagement, bring satisfaction, and best of all supports students learning. The model is intended to help educators make decisions about where they wish to start and head to, in their ongoing adoption of e-learning practices, as well as give a framework for establishing the foundations of successful online learning.

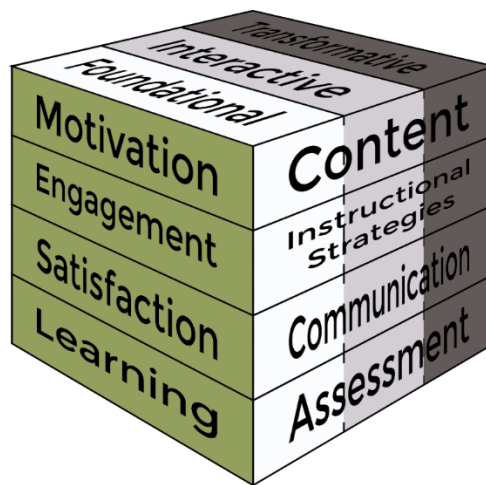


Figure 10.3: The FIT model of online learning (Oerlemans, 2013; Busby-Grant & Oerlemans, 2022)

The model suggests three modes of online learning delivery, **Foundational**, **Interactive** and **Transformative** (top face of the model). Where a *Foundational* mode of online is identified as having four core elements (side face of the model), which presents the student with the minimum amount of structured *content*, teacher guided *instructional strategies*, frequent asynchronous *communication*, and small-steps *assessment* that would be required to successfully complete a unit/topic or theme from a distance, through the use of an LMS or similar platform. The combination of these two key frameworks, have been shown to produce four intentional student outcomes (front face of the model), the motivation to learn, engagement with learning, satisfaction with the learning experience, and learning (Busby-Grant & Oerlemans, 2022).

### The 4 core elements

There are the four core elements that are used as a framework to create the foundations of your online space (Oerlemans, 2019). Think of it in terms of responding to following four questions:

- What is the type and nature of the *content* to be learned or received by the student and how will you structure this?
- What are the *instructional strategies* used for delivering this content and how will your students engage with it?

- What *communication tools* will be used between student and teacher and between student and student? And
- How will you *assess* the knowledge gained and learning outcomes met?

Beginning with the *Foundational* mode, let's look at what can be expected for each of these four core elements. The Foundational mode forms the basis for successful use of an LMS to support the learning of all students, regardless of the delivery, whether fully online or blended (Bonk & Graham, 2006). The focus the *Foundational* mode is on the static delivery of content; however, it should encourage active engagement with the learning activities.

**Content** should begin with an advanced organiser that explains the layout of the site – where to find the weekly learning materials, the instructional tasks for engaging with it, the timing and nature of the communication and how it all links to the assessment, linked to a weekly calendar. This is the most important document/webpage, as it shows students the when, where and how of their learning. Students express the *most* dissatisfaction at the use of an LMS when they 'cannot find anything' on the site and conversely the most satisfaction when the site is well organised and information is obvious (Busby-Grant & Oerlemans, 2022). The learning materials may include readings, recordings of teaching, either through audio or video, using PowerPoint presentations to highlight key content, or using hyperlinks to provide additional materials, which might include other videos, readings, or web-pages. But keep it simple! As you would in the classroom. Students won't read/view more than they normally would – which at times could be not much at all! Having information available online, does NOT change that behaviour.

**Instructional strategies** are what I would call the black box of the use of an LMS. Many teachers when first using an LMS to support learning, overlook this key element to helping students engage with their learning (Conrad & Donaldson, 2011). Students need instructions! Read, view, post, is where it begins; however, strategies should include some motivational activities that encourage engagement with the learning content. This is where it gets difficult. Do they just read/view content and then respond in a forum (basic), do we ask them to chat about it, what can we do? This question is not dissimilar to considering what you would do in the face-to-face space – and here you might even replicate that. Discussion may become an online discussion, either through discussion boards, or even live chat programs. Worksheets can be digital worksheets, or may be crosswords, online open book untimed quizzes – giving immediate opportunity for feedback to the student. It may require you to be a bit more innovative, consider what you would have done and then explore what that might look like online instead. You may even consider including short instructional videos that scaffold the learning. Videos showing *how to* complete work set have been shown to be the most accessed and useful when supporting *all* students learning online (Busby-Grant & Oerlemans, 2022).

Next are the **Communications** channels – begin with asynchronous, emails and forums. The focus here is on setting up good communication channels, with clear expectations for when and how often you will communicate with your students. Then be there when you say you will. It is also important to include student to student communication, but again providing guidelines for what is expected. You will need to teach your students how to engage with respect and thoughtfulness online, this is not something that they know intuitively.

Finally, **Assessment**. The key features here are to keep it simple, give clear instructions – give them early, break it down into smaller steps, make sure that students cannot just google the answers! Use Bloom's taxonomy to set assessments and focus on comprehension, application, analysis and so on! *Teach the skills* you want them to use, one step at a time. Remember they are learning too!

And as part of setting your assessment, plan for and give regular feedback. Which is why using those online assessment tools, such as quizzes and crosswords, work so well – students can get immediate feedback on their learning. Students need to know how they are going. Giving regular formative feedback, and planning for it, is vital for successful learning (Hattie, 2012).

Working through these four core elements will help you to set up a good foundation for establishing a quality online learning environment that supports the learning of students, whether face-to-face, in blended mode, or fully online. However, there are two more modes to consider, the **Interactive** and the **Transformative**. These two modes utilise the same four core elements and build on the **Foundational** mode.

The **Interactive** mode, as the name suggests, has a greater focus on student's interactive engagement with the learning content and other participants in the class for them to learn. Drawing on Ideas of Puentedura's (2011) modification and redefinition levels, it requires the teacher to make significant modifications and task redesign in each of the four core elements as enabled by the technology available. This may include using software packages such as Adobe Captivate, Articulate Story or Easy Generator. Or you may consider incorporating software such as Flipgrid, Seesaw, Microsoft Teams, Slack, or Trello. Many of these are free to use and have a host of opportunity for interaction and collaboration between peers, allowing them to do paired or group work online. The key here is to get students to be more actively interacting with the learning material and each other, in order to encourage motivation and learning.

The **Transformative** mode redesigns the learning, not from the basis of the content, but beginning with the curriculum. Here the teacher explains what needs to be covered and students then discuss and together you decide how that is to be covered. It's an exciting opportunity to present students with choice - choice about content, choice about instructional approaches, choice about assessment. The focus on this style of education is to develop personal responsibility for learning, helping students to take the initiative for their learning.

The **Transformative** mode can be an exciting way of teaching in an online or blended space – but it takes time to develop the skills, for you and your students. And not all your curriculum needs to be delivered using this mode. The morphological nature of the model shows that all three modes should be present to deliver a quality education. There will be times when the Foundational mode is the most appropriate. Other times when you may look for more interaction. The intentional decision **must** always be based, on the students, the subject and content you are teaching. Which is why the FIT model is not a hierarchical model, but morphological. All elements and all modes need to be present in varying degrees across a full program of studies in order to get the four student outcomes we are looking for, motivation, engagement, satisfaction and learning.

### Adopting quality e-learning is 'slow knowing'

A word to the wise! To improve educational practices, the proposed changes must be embedded into the existing pedagogical context (Fullan, 2001). Also, it isn't enough to have adopted a model, it needed constant iteration, lots of at elbow support, and further supporting documentation – which I developed as time went on (see attached). And, I discovered that even when they do not want to read it for themselves (Price & Kirkwood, 2014), academics like to know that what you present them is solidly based on published work!

Educational change, whether individually or as a discipline, or across a Faculty takes time, but can be successful. It is about slow knowing – being patient to understand all the complexities. It is about recognising and building on the context in which the change is to take place (Fullan, 2001). The 3

levels of online pedagogy (Foundational, Interactive and Transformational) described above when used together, will help an educational institution create a quality structure within their e-learning environment. And whilst no institution should fully adopt the model as is, we must always be aware of the contextual differences, it is a great place to start!

### Bibliography

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- Busby-Grant, J., & Oerlemans, K. (2022). Accessibility and support for online learners in Psychology: A case study of the use of videos in an undergraduate statistics course. In J. Hoffman & P. Blessinger (Eds.), *International Perspectives on Online Instruction*: Emerald Publishing.
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## Foundational Mode of Online Delivery Requirements

The focus for this mode of online learning is on the static *delivery* of learning content; however, instructional strategies should encourage active engagement with the learning. You should assess the your subject against the following core elements:

	Core Elements	Moodle Examples
<input type="checkbox"/>	<b>Content – You should:</b>	
<input type="checkbox"/>	Provide lecturer/tutor contact details & photo	<ul style="list-style-type: none"> <li>• Contact details block</li> </ul>
<input type="checkbox"/>	Provide a Subject Outline	<ul style="list-style-type: none"> <li>• Block</li> </ul>
<input type="checkbox"/>	Create student groups as needed, seminar/tutorial enrolment	<ul style="list-style-type: none"> <li>• Groups/Groupings (e.g. Holmesglen, Bruce)</li> </ul>
<input type="checkbox"/>	Create a subject structure – coherent and easy for self-directed student to follow	<ul style="list-style-type: none"> <li>• modules/weeks</li> <li>• Unit schedule</li> </ul>
<input type="checkbox"/>	Provide the Subject content – e.g. lecture podcasts, power points, documents, readings, links to websites	<ul style="list-style-type: none"> <li>• Files</li> <li>• Podcasts/videos</li> <li>• Forums</li> </ul>
<input type="checkbox"/>	<b>Instructional Strategies – You Should:</b>	
<input type="checkbox"/>	Incorporate self-directed and individual activities – particularly important to engage online learners & create a productive and positive learning environment with an ability to self-assess, providing a sense of making progress.	<ul style="list-style-type: none"> <li>• Forums</li> <li>• Wikis</li> <li>• Quiz</li> <li>• Choice</li> <li>• Etc.</li> </ul>
<input type="checkbox"/>	<b>Communication – You should:</b>	
<input type="checkbox"/>	Provide a welcome message – creates a teacher presence	<ul style="list-style-type: none"> <li>• News &amp; Announcement Forum</li> <li>• Podcast</li> <li>• Video</li> </ul>
<input type="checkbox"/>	Create an <i>opportunity</i> for the cohort/s to interact and get to know other participants and the Lecturer/tutor	<ul style="list-style-type: none"> <li>• Forum</li> </ul>
<input type="checkbox"/>	<b>Assessment – You should:</b>	
<input type="checkbox"/>	Provide details and supplementary assessment information	<ul style="list-style-type: none"> <li>• File/Video</li> <li>• Assignment drop box description</li> <li>• Marking rubric/guidelines</li> </ul>
<input type="checkbox"/>	Provide submission drop-boxes	<ul style="list-style-type: none"> <li>• Assignment drop box</li> <li>• Quiz</li> </ul>
<input type="checkbox"/>	Provide for a Subject Evaluation	<ul style="list-style-type: none"> <li>• Use Moodle Evaluation tool</li> </ul>

Check this is all others are checked! A self-directed student can successfully complete this subject from a distance (i.e. not on campus), meeting all the required subject outcomes, with learning materials as delivered above.

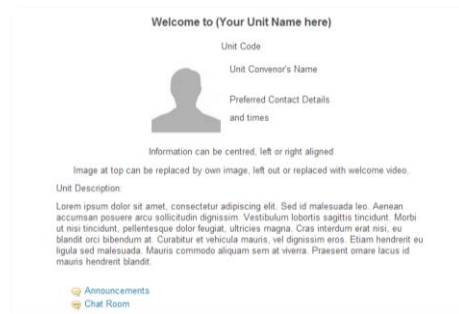


## A Proposed Structure of a Foundational Mode of Online Learning Subject of Study (Modular)

The following table shows the content delivered for a modular online subject of study, that will deliver the minimum requirements to enable students to work through at their own pace and be successful.

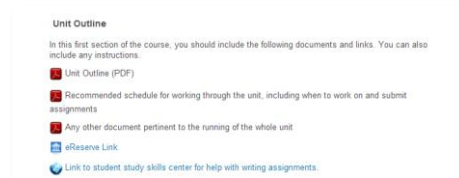
### Subject Welcome (General Block) – Block 1

- Image
- Welcome to your course
- Course Code
- Convenor's Name, contact details and photo
- Course Description
- Announcements Link – communication from lecturer/convenor
- Chat Room Link – peer communication



### Subject outline (can be subsumed into General Block)

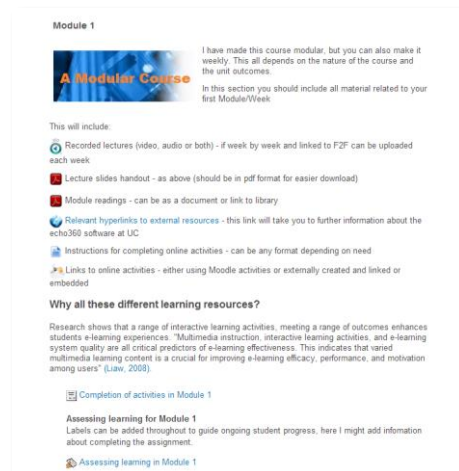
- Subject outline
- Subject schedule
- Useful links for the subject
- Any other document pertaining to the running of the whole subject



### Teaching modules – It is suggested no more than 3 or 4 depending on how long the semester is.

Each module should contain

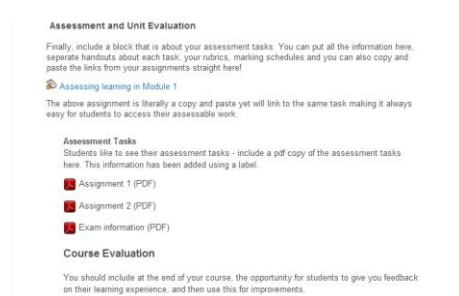
- Content – podcasts / lecture handouts / hyperlinks as relevant
- Instructional Activities – both as a instruction document and as links
- Communication – as needed
- Assessment – formative and/or summative



Each teaching module/week should have a similar look and feel to help students navigate their way around.

### Assessment and Evaluation

- All the assessment tasks information
- Videos of assessment task instructions
- PDF's of the tasks (include rubrics)
- Exam information (what is known, i.e. content)
- Repeat of drop-boxes (cut and paste)
- Subject evaluation – can be completed prior to end




Note that the above Subject of study as developed ticks all the boxes on *Foundational Delivery Minimums checklist*.

## Grid or Collapsed Topics view

Below you can see this in a grid or collapsed topics view.

**Welcome to your subject Name here**

Subject Code





Lecturer/Tutor's name







Preferred Contact Details  
and times

Information can be centred, left or right aligned. Image at top can be replaced by own image, left out or replaced with welcome video.







**Subject Description:**

Lorem ipsum dolor sit amet, consectetur adipiscing elit. Sed id malesuada leo. Aenean accumsan posuere arcu sollicitudin dignissim. Vestibulum lobortis sagittis tincidunt. Morbi ut nisi tincidunt, pellentesque dolor feugiat, ultricies magna. Cras interdum erat nisi, eu blandit orci bibendum at. Curabitur et vehicula mauris, vel dignissim eros. Etiam hendrerit eu ligula sed malesuada. Mauris commodo aliquam sem at viverra. Praesent ornare lacus id mauris hendrerit blandit.

 Announcements
 Chat Room

<b>Subject Outline</b>	<b>Module 1 Title</b>	<b>Module 2 Title</b>
		
<b>Module 3 Title</b>	<b>Assessments</b>	<b>Communications</b>
		

**OR**

- 1  Subject overview - Toggle
- 2  Module 1 Title - Toggle
- 3  Module 2 Title - Toggle
- 4  Module 3 Title - Toggle
- 5  Assessments - Toggle
- 6  Communication - Toggle

You can find out more about these here:

[https://docs.moodle.org/400/en/Collapsed\\_Topics\\_course\\_format](https://docs.moodle.org/400/en/Collapsed_Topics_course_format) or  
[https://moodle.org/plugins/format\\_grid](https://moodle.org/plugins/format_grid)

## The process for developing an online course or subject

To create the online course, there is a clear process that can be followed. This process is described diagrammatically below, including a series of questions for thinking about the content. The process has been developed using a backward design approach (Wiggins & McTighe, 2005) and is based on the theory of Constructive Alignment (Biggs & Tang, 2007). The starting place for your subject design is on what and how the student is to learn, rather than on what the teacher is to teach.

Backward design is the process of defining the intended learning outcomes of a subject, that is, the desired knowledge, skills, and attitudes/dispositions that students should develop/gain whilst engaging with the subject material, and then building the subjects' content, instructional strategies and achievement tasks in ways that help the student achieve these learning outcomes (Fox & Doherty, 2012).

Constructive alignment is based on two constructs, *constructivism* – students using their own activity to construct their knowledge or other outcomes, and *alignment* in the design of teaching and learning activities and assessment tasks to meet the intended learning outcomes.

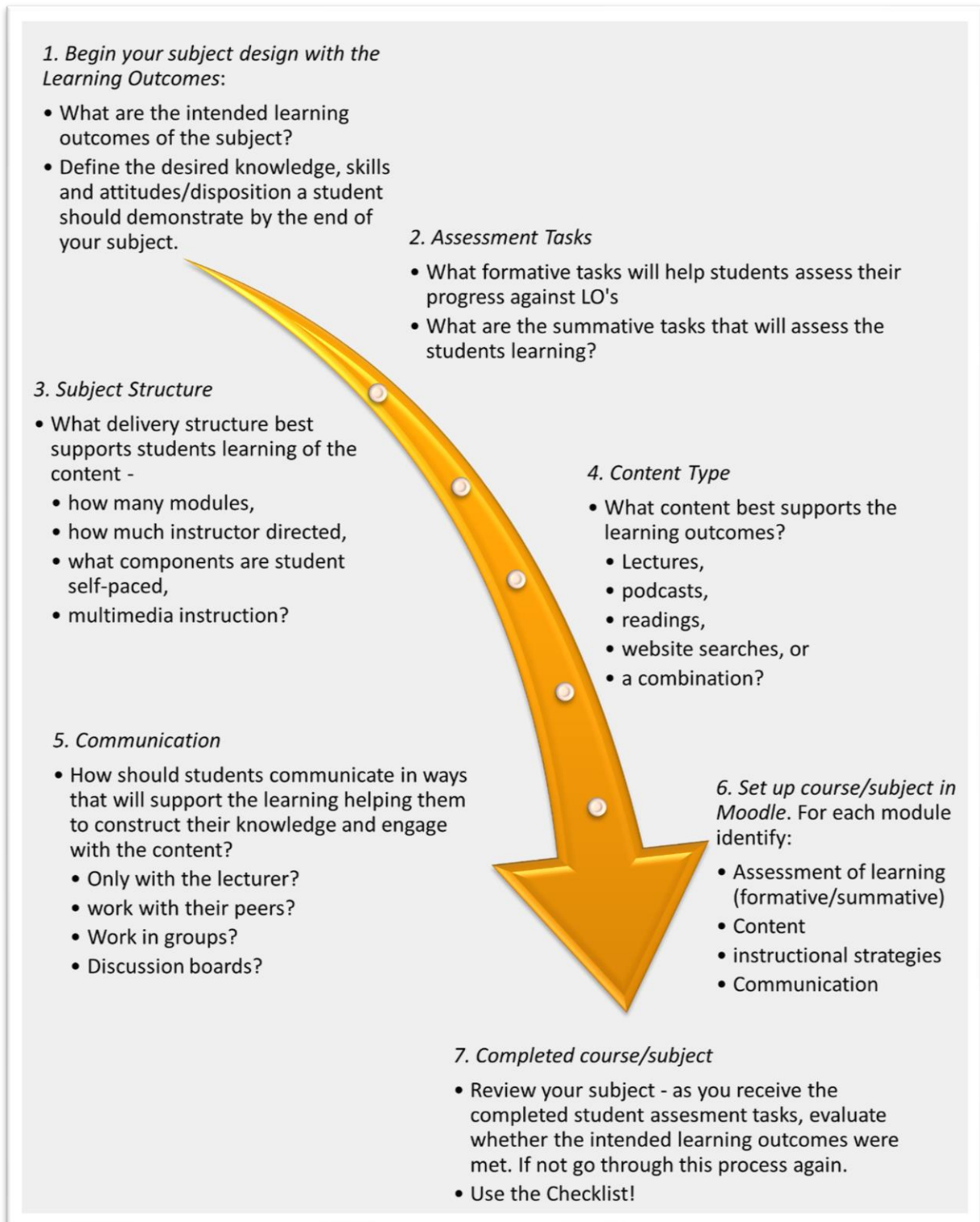
Completing the process will support the development of a *Foundational* subject structure which provides the minimum amount of learning materials/instruction/communication required for a self-directed student to be able to *successfully* complete a subject from a distance (i.e. not on campus) with learning materials delivered via the web (Busby-Grant & Oerlemans, 2022).

Use the questions in the diagram on the following page to guide your thinking about how you will develop your online course or subject. A table is included on the following pages for you to enter your notes.

### References:

- Biggs, J., & Tang., C. (2007). *Teaching for Quality Learning at University* (3<sup>rd</sup> Ed). Berkshire, UK: Open University Press.
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*Diagram 1: The process for developing an online subject using backward design and constructive alignment principles*



## Subject Planning for the Foundational Mode of Online Learning (Modular)

Complete the following tables to help develop your content to be delivered as a modular online subject, that will deliver the minimum requirements to enable students to work through at their own pace and be successful! Table 1 is for the subject as a whole, Table 2 helps you to consider the content for each Module.

	<b>Your responses to the questions</b>
<b>Learning outcome</b>	
<b>Assessment tasks – Formative</b>	
<b>Assessment tasks – Summative</b>	
<b>Instructional strategies to be used</b> (non-assessable activities for students to engage with the materials, e.g., forums, quizzes, questions to be answered, reading, etc)	
<b>Subject Structure</b>	
<b>Content type</b>	
<b>Communication tools</b>	

Use the table below to determine the content for each of the Modules

	<b>Your responses to the questions</b>
<p><b>General block</b> Consider what you will include here (see suggestions attached)</p>	
<p><b>Overview block</b> What is best for your subject to have included here?</p>	
<p><b>Module 1 Title</b> Consider the title, how many weeks work, and how it will be formatively/summative assessed</p>	
<p><b>Module 2 Title</b> Consider the title, how many weeks work, and how it will be formatively/summative assessed</p>	
<p><b>Module 3 Title</b> Consider the title, how many weeks work, and how it will be formatively/summative assessed</p>	
<p><b>Assessment</b> What will you include here, that is in addition to the tasks, to best support students ability to complete them</p>	
<p><b>Communication tools</b> What tools will you use?</p>	