The Griffith Sciences Blended Learning Model is a professional learning approach designed to implement, in a sustainable way, the structural, pedagogical, and cultural design principles of the Griffith Model using a new technology, PebblePad, adopted at Griffith University in 2017.

Specifically the model aimed to achieve the following:

- Investigate the potential uses or ‘affordances’ of blended learning (particularly those of personal learning environments/eportfolios) for STEM disciplines;
- Engage teachers from the Griffith Sciences in a professional learning framework to explore and invent pedagogies appropriate for blended learning in STEM;
- Implement the use of PebblePad in STEM disciplines;
- Develop a model for professional learning and adoption of technologies for Griffith Sciences; and
- Showcase this model and the individual contributions to other areas of the university, nationally and internationally.

Steps:

1. **Expression of Interest – Blended Learning Fund.** Dean of Learning and Teaching sent out an expression of interest to all academic staff to generate an idea or more utilizing PebblePad that could be funded. Funding was provided for program based initiatives, course based initiatives and initiatives to support staff using eportfolios for their own professional development.

2. **Completion of a Course Improvement template.** To normalize and showcase PebblePad technology we used a template developed by us in PebblePad for successful academics to provide more details regarding their project (https://v3.pebblepad.com.au/spa/#/public/8kz7bb4z9mzqyqzyM7x4rhzMjW).

3. **Initial scoping meeting**
   a. Finding out the details of the project
   b. Setting up a community of practice
   c. Showcase examples from previous blended learning fund participants (in later iterations)
d. Discuss ethics application and research opportunities

4. Develop a learning design (LINK TO EXAMPLE/S)

5. Conversations with course convenors
   a. Modifications of learning design
   b. Discussions about how to make the eportfolio work

6. Develop templates, resources, scaffolds, etc
7. Support materials  
   a. Personalised instructions for courses  
   b. Standardised LMS page  
8. Training  
   a. Course Convenor  
   b. Teaching staff – creating an online study guide, helping students reflect  
   c. Marking staff  
9. One on one support provided during the initiative  
10. Community meetings  
   a. Discuss issues, ideas and practice  
   b. Lunch meeting  
   c. Provided one on one support wherever needed  
11. Evaluation  
   a. Scholarly practice – developed an ethics application to cover specific STEM projects  
   b. Ethics covered survey, focus group, SEC, access to PebblePad and LMS resources  
12. Community meeting – debrief  
   a. Debrief  
   b. Lessons learned  
   c. Opportunities for showcasing and presentation  
13. Showcase / present findings  
   a. Video case study / reflection  
   b. Book chapter / journal article / conference presentation  
   c. Presentation at University Forum – ePortfolio Symposium  
   d. Presentation at external events