

BL CLC 07.02.2018

Wrap-up

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|--------------------|---|
| 12:00-12:20 | Light-Lunch, Settle-in and Welcome to the Blended Learning Collaborative Learning Community, and Agenda |
| 12:20-12:25 | Dr Catherine Moore, BL CLC survey outcomes
Outcomes of the EOI for research collaborations and member feedback |
| 12:25-12:30 | Arron Jackson , Project Advisor - School of Business and Law
Blended learning developments at SBL |
| 12:30-12:35 | Brendan Cuff , Learning Technologies Trainer, CLT
Blackboard Collaborate (overview, capabilities, challenges, ECU points of contact) |
| 12:35-12:45 | Amanda Myers , Blended Learning Librarian, ECU Library
Updates to the Technology Enhanced Learning TEL library guide and an insight to the (new) Student Learning in a Digital Environment SLIDE project. |
| 12:45-12:50 | Richard Stals , Senior Learning Solutions Advisor, CLT
Update on Blackboard usage metadata and analytics |
| 12:50-13:40 | A/Prof Yasir Al-Abdeli , School of Engineering
Flipping a traditional class: what it implies, the timelines to consider, how to implement it, and student feedback on merits /challenges |
| 13:40-13:50 | Open Floor Discussion
EOI from those wanting to start the process of flipping their traditional classes and the peer support available via the BL CLC |
| 13:50-13:55 | Next meeting dates, Closure |

Summary

Dr Catherine Moore, Co-coordinator BL CLC / Senior Academic Developer, CLT
Outcomes of the EOI for research collaborations and member feedback

Some notes

- *A Qualtrics survey was conducted after the last BL CLC meeting (16.Nov.2017). The survey sought to identify:*
 - Most favoured meeting days for 2017*
 - Candidate meeting dates for the start of 2018*
 - The level of interest in joining a collaborative research project (into blended learning) from members of the CLC*
- *Responses to the above indicated:*
 - Wed, Thu, then Fri*
 - Most preferred dates were 7th, then 8th Feb*
 - Out of the 18 respondents to the survey (the BL CLC has about 50 members), 11 respondents (61%) expressed interest in joining some research projects*
- *Other suggestions (text feedback) were also shared*

Summary

Arron Jackson, Project Advisor - School of Business and Law
Blended Learning Developments in SBL

Some notes

- Highlighted the last conference for the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)
- Tawoomba/QLD in 2017 <http://2017conference.ascilite.org/>
proceedings <http://2017conference.ascilite.org/program/conference-proceedings/>
- Current deadline for 2018 conference in Geelong/VIC extended to 27.July.2018 <https://ascilite.org/latest-news/>
- Potential to establish a “medal” like system with perhaps TEQSA backing (no medal, bronze, silver, gold)
- An “ideation” platform was highlighted (Crowdicity)
- Summary outcome of focus groups (at SBL) into blended learning (3 units) was undertaken
- Summary notes from Arron’s presentation follow:

SBL BL update

- ASCILITE
- SBL Pilot review



ASCILITE - TELAS

DOMAINS AND CRITERIA			
Learning Design	Learner Engagement	Learner Support	Learning Resources
The design of the online learning environment supports a positive user experience.	Learning activities are designed to facilitate student-to-student interactions	Administrative, technical and learning support details are provided	Learning resources are functional, clearly labelled and have explicit purpose
The online learning environment adheres to appropriate accessibility standards	Learning activities are designed to facilitate reciprocal student-to-teacher interactions	Students are able to monitor their own progress	Learning resources are appropriate to engage the particular student cohort and context
Learning technologies have a clear purpose and are used to appropriately support and facilitate learning	Intended engagement activities reflect sound principles of pedagogical practice	Staff are able to monitor student progress	Administrative, technical and learning resource details are provided and appropriate
Information related to the academic program is provided	Learning activities, technological tools and assessment tasks are appropriate to and tailored for the particular student cohort and context	Feedback mechanisms are designed to be clear, informative, timely and leverage appropriate affordances of digital technologies	

ASCILITE - Crowdicity

Crowdicity

Peter Bryant

London School of Economics and Political Science (UK)



Discover Great Ideas

Set challenges, capture ideas, collaborate, vote, review, and select the most valuable outputs.

[Learn more >](#)



Grow a Smart Crowd

Get the right input from the right people: employees, customers, partners - whoever they are.

[Learn more >](#)



Easy Setup and Launch

Get up and running in minutes without any technical knowledge required and integrate with your existing systems.

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BL pilot group: Feedback

SBL pilot **lecturers** are saying –

“Class time is **fun and engaging**”

“Using Kahoots in a Blended Learning mode provides **instant feedback** that helps to focus the session on what students **actually need help with**”

“Students are receptive to Blended Learning with **no negative feedback**”

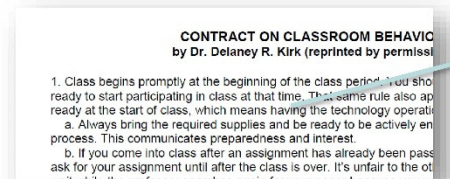
SBL **students** are saying –

“This is the first time I have ever seen a **different and fun** approach to learning”

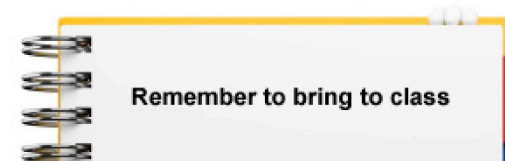
“**Students enjoy it** [active learning] because if the lecturer talks in front of them all the time [traditional lecture], sometimes, they start to become bored or not pay attention”

Worked well for pre-class completion

- Class contract, lead to:
 - Student personal commitment
 - Strong sense of peer-to-peer commitment
- Rotating group leadership roles
 - Good leverage of P2P commitment
- Linking pre-class work
 - To in-class activities
 - To assessments



<https://www.template.net/business/contracts/behavior-contract/>



Worked well for Instructors

Week 2 – Working the Room

Learning outcomes

- Research, write and present professional business documentation with appropriate language for various audiences
- Communicate effectively through a number of mediums, using both relevant research and using appropriate presentation techniques

Work summary

The main activities will be to introduce concepts of communication and will be challenging to present to a group of 1st year students. Materials to use include the 1st year student as it is important to have a perspective from the group to help to engage them further and ensure you have a full class.

Instruction preparation

Prepare to teach, you should:

- Check all student presentation materials
- Investigate the 1st year student presentation resources
- Check in with the 1st year student presentation materials
- Check in with the 1st year student presentation materials

The main activity will be to introduce concepts of communication and will be challenging to present to a group of 1st year students. Materials to use include the 1st year student as it is important to have a perspective from the group to help to engage them further and ensure you have a full class.

Pre-class student prep (60 minutes)

Students will prepare to the following:

- JACS presentation Working the Room
- 1st year student presentation materials
- 1st year student presentation materials
- 1st year student presentation materials

In-class activities

The class will be divided into groups of 10 students each. Each group will be given a 10 minute presentation. The class will be divided into groups of 10 students each. Each group will be given a 10 minute presentation. The class will be divided into groups of 10 students each. Each group will be given a 10 minute presentation.

Activity 1: Student quiz feedback

Have the students of the quiz feedback to the class. The class will be divided into groups of 10 students each. Each group will be given a 10 minute presentation. The class will be divided into groups of 10 students each. Each group will be given a 10 minute presentation.

Facilitation Guide is very helpful

- Book of lesson plans for the semester



Facilitation skills very important

- CLT PD session: *Facilitating Blended Learning and Teaching*

What to anticipate...

- International students take longer to acclimatize to:
 - Completing pre-class work
 - Engaging with in-class activities
- Completion of pre-class work is very important, techniques include:
 - Clearly list tasks
 - Class contract
 - Link pre-class to in-class to assessment
 - Physical handout
 - Quiz marks
 - Reflection Journal marks
 - Random group leadership
 - In-class contingencies



Summary

Brendan Cuff, Learning Technologies Trainer, CLT
Blackboard Collaborate (overview, capabilities, challenges, ECU points of contact)

Some notes

- *Blackboard Collaborate advent and this expand tools for online units and real-time chat/discussions*

Richard Stals, Senior Learning Solutions Advisor, CLT
Update on Blackboard usage metadata and analytics

Some notes

- *IT related updates to Blackboard were discussed (hosting)*

- *Blackboard Collaborate was discussed and the potential for supporting face-to-face activities with online classrooms/chats with other campuses*

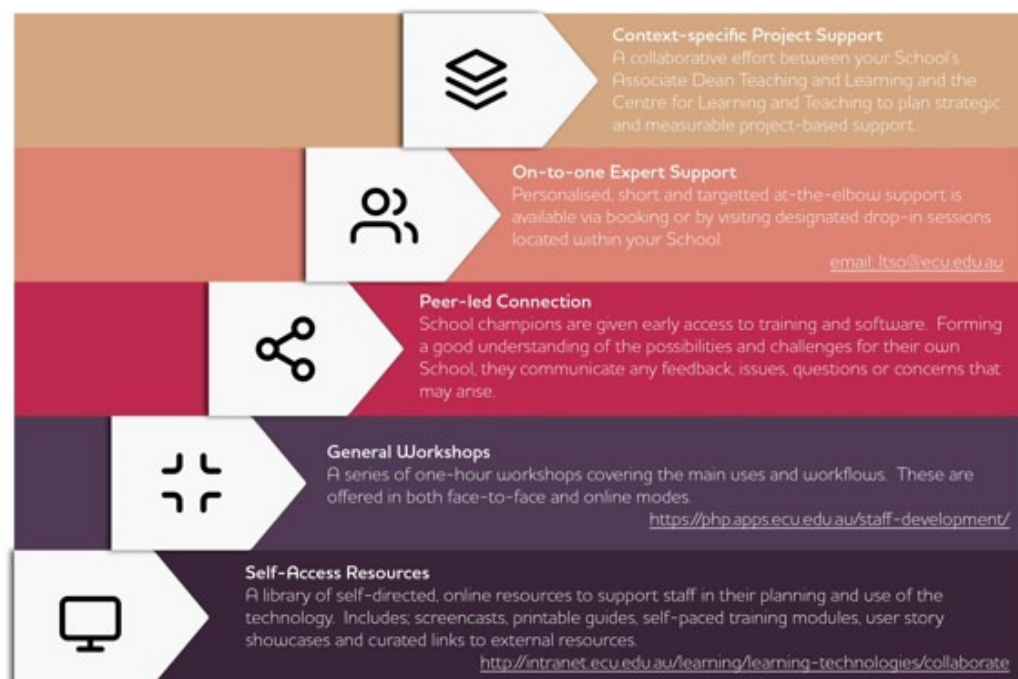
- *Metadata was shared to help identify Blackboard usage trends over the last two semesters*

- *Summary notes from Richard's presentation follow:*

Learning Technologies Update

- Moved to Manage Hosting – Blackboard in the Cloud
- Blackboard Collaborate

Blackboard Collaborate

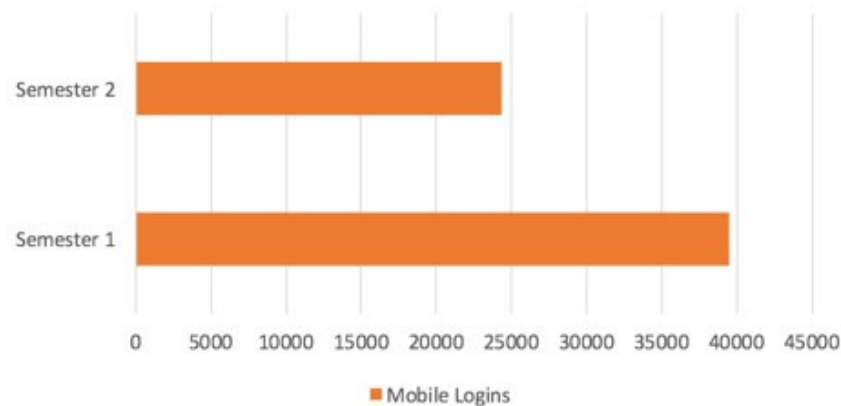


Blackboard Logins

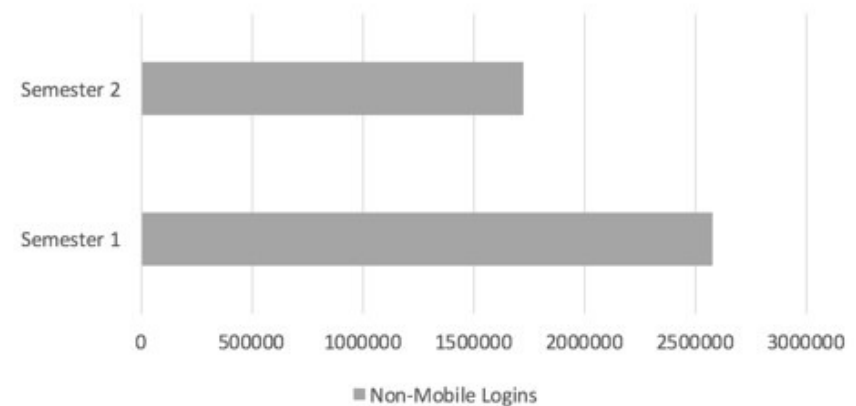
	2017 Semester 1	Semester 2
Logins (Total)	2,620,226	1,747,322
Mobile Logins	39,451	24,328
Non-Mobile Logins	2,580,775	1,722,994

Blackboard Logins

Mobile Logins

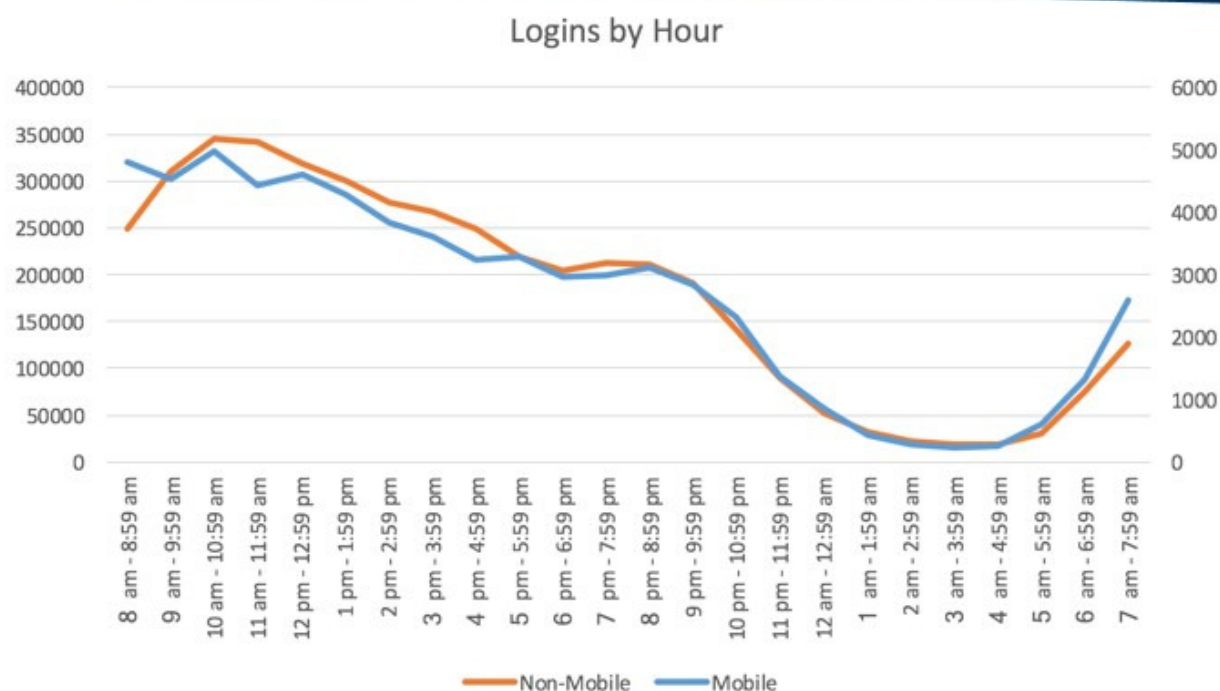


Non-Mobile Logins



Blackboard Logins by Hour

	Mobile	Non-Mobile
8 am - 8:59 am	4,805	248,598
9 am - 9:59 am	4,534	309,618
10 am - 10:59 am	4,979	345,512
11 am - 11:59 am	4,439	341,173
12 pm - 12:59 pm	4,597	319,305
1 pm - 1:59 pm	4,288	301,135
2 pm - 2:59 pm	3,845	277,080
3 pm - 3:59 pm	3,612	267,231
4 pm - 4:59 pm	3,231	248,519
5 pm - 5:59 pm	3,287	219,090
6 pm - 6:59 pm	2,953	203,872
7 pm - 7:59 pm	2,995	212,714
8 pm - 8:59 pm	3,109	211,561
9 pm - 9:59 pm	2,848	191,050
10 pm - 10:59 pm	2,309	141,511
11 pm - 11:59 pm	1,368	90,728
12 am - 12:59 am	843	52,055
1 am - 1:59 am	439	31,742
2 am - 2:59 am	282	22,252
3 am - 3:59 am	223	18,117
4 am - 4:59 am	269	19,194
5 am - 5:59 am	597	30,226
6 am - 6:59 am	1,336	74,543
7 am - 7:59 am	2,591	126,943



Summary

Amanda Myers, Blended Learning Librarian, ECU Library
Blended Learning Resources

Some notes

- Overview of new apps added to the (continually growing) library guide:

Library Guides>Library Resources>Technology-Enhanced Learning

<http://ecu.au.libguides.com/c.php?g=719863>

- Particular note was made of the infographic (courtesy of UWA) which now exists on the library guide "to help choose the correct app for your teaching in 5 easy steps. Examines learning outcomes, knowledge construction, support, communities and functionality ..."

- <http://ecu.au.libguides.com/c.php?g=719863&p=5196989>

- SLIDE (Student Learning in a Digital Environment) project introduced <https://ecu.au.libguides.com/slide>

Library

ECU Library / LibGuides / Library Resources / Technology-Enhanced Learning / Subject & Generic Apps

Technology-Enhanced Learning: Subject & Generic Apps

A resource guide for technology enhanced learning @ ECU

Home ECU Mobile Apps Subject & Generic Apps Literature Library Resources Web Resources Open Source and OERs

The Padagogy Wheel

- The Padagogy Wheel
Interactive padagogy wheel - developed by Alan Carrington
- Designing Outcomes: Courses

Choosing an App

How to Choose an App
Use this handy infographic to help choose the correct app for your teaching in 5 easy steps. Examines learning outcomes, knowledge construction, support, communities and functionality. Thanks to Severine Lee, Manager, Technology Enhanced Learning at UWA for this resource.

Choosing an App

STEP 01
What are the learning outcomes?

STEP 02
What will the students do in the app to construct knowledge?

STEP 03
What apps will address step 02?

STEP 04
Research apps, use your networks, internet etc...

Generic Apps

- TED Talks (App Store)
- TED Talks (Google Play)
- Evernote App Centre
- WolframAlpha knowledge base for Mobile
- Chegg
- Socrative
- Kahoot!
- Scopia Mobile

Science Apps

- ChemSpider Mobile (App Store)
- ChemSpider Mobile (Google Play)
- ReactionFlash (App Store)
- ReactionFlash (Google Play)
- Physics World (Google Play)
- Periodic Table of Elements (App store)
- Periodic Table of Elements (Google Store)

Education Apps

- OzAtlas (Google Play)
- OzAtlas (App Store)
- Teachers with Apps
- Microsoft Education

Engineering Apps

- iEngineer (App Store)

Choosing your app?

Summary

A/Prof Yasir Al-Abdeli, School of Engineering

Flipping a traditional class: what it implies, the timelines to consider, how to implement it, and student feedback on merits /challenges

Some notes

- Overview of the flipped class project undertaken at ECU and the subsequent book chapter based on it

Al-Abdeli Y.M. (2017) Flipped Classes: Drivers for Change, Transition and Implementation. In: Reidsema C., Kavanagh L., Hadgraft R., Smith N. (eds) *The Flipped Classroom*. Springer, Singapore

https://link.springer.com/chapter/10.1007/978-981-10-3413-8_12#citeas

- Unit flipped already had significant L&T approaches based on online materials (technology enhanced) but was still being done using the traditional model of class delivery (2009-2012). In 2013, classes were flipped with students having to prepare before coming to class and then engage in class discussions on the subject matter. More resources used were readily available (lecture recordings of previous offerings) but additional class handouts were developed to help structure the class discussions. These also allow students to self-gauge their progress as they scaffold the subject matter.

- Very important to transition students into the flipped model, rather than just start it from day-1. This is even more significant if the unit being flipped is the only one in the current study year for students or the entire course.

- Book chapter includes qualitative data from research undertaken to identify student perceptions on flipped classes: merits to learning, challenges and where things can be improved. For more details, access the book chapter. Yasir indicated he was happy to provide ongoing peer-support for any BL CLC members wanting to flip their classes and redesign their class utilisation mode/time. Contact: y.al-abdeli@ecu.edu.au

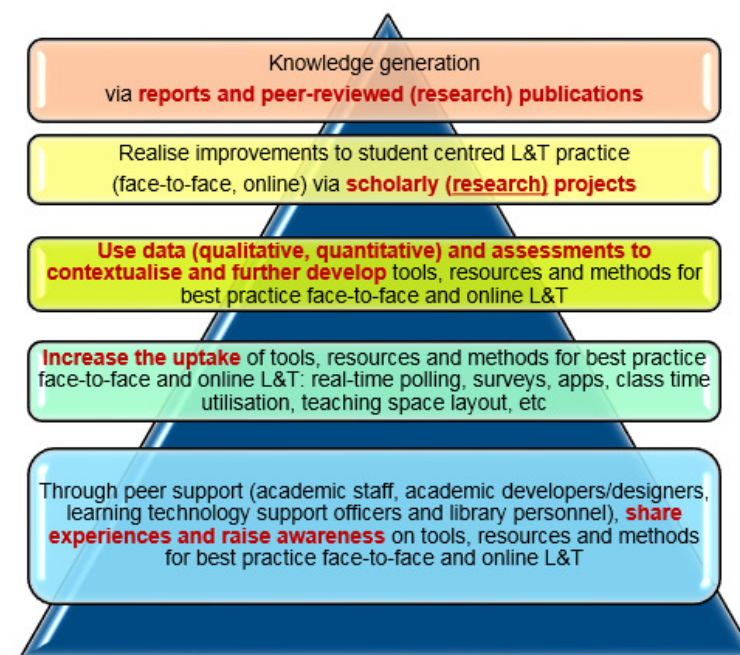
Summary

A/Prof Yasir Al-Abdeli and Dr Catherine Moore

EOI from those wanting to start the process of flipping their traditional classes and the peer support available via the BL CLC

Some notes

- Several staff had responded positively with EOIs (via the late 2017 Qualtrics survey deployed to all members of the BL CLC) to engage in collaborative research projects.
- Research projects and the pursuit of scholarly outputs on blended learning is part of the activities for the BL CLC. This was highlighted through (draft) hierarchy of activities that had been proposed at the BL CLC meeting on 16/11/2017 (left).
- Following receipt of the EOIs, the staff (general and academic) who had expressed interest were contacted and a few brain storming sessions held in the ECU staff room. This culminated in a project (reflective online spaces using the app Padlet) that was undergoing ethics approval and due for deployment to two ECU units across the School of Engineering (ENS2108) and Business and Law (SBL 1300): Yasir Al-Abdeli, Claire Lambert, Catherine Moore.
- More project EOIs will likely be called for in 2018



Blended Learning Collaborative Learning Community

Purpose (activities, direction)
A work-in-progress

Want to be part of our Collaborative Learning Community?

Join us for our next event and **forward** this to other colleagues at ECU and any of Perth's based Uni's who may want to join the BL CLC

✉ y.al-abdeli@ecu.edu.au or c.moore@ecu.edu.au

Co-coordinators, BL CLC

Access summary notes (slides) of earlier BL CLC activities here

<https://intranet.ecu.edu.au/learning/academic-development/learning-communities/blended-learning-community>