

2019 SEMESTER 2 REPORT

CENTRE FOR LEARNING INNOVATION AND PROFESSIONAL PRACTICE

(CLIPP)

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CLIPP involvement in university-wide initiatives

1.1 Redevelopment of the Academic Promotion Procedure (Level C-D-E)

In April 2019, CLIPP representatives joined the Academic Promotion Working Party. The purpose of this working party was to revitalise the academic promotion process including improvements to the policy and procedure. Several CLIPP representatives played major roles in the developing the:

- Academic Promotion Procedure (Level C-D-E)
- Learning and Teaching Section within the new **Academic Promotion Criteria Framework**
- Women focused promotion preparation information session

1.2 Redevelopment of the Higher Education Assessment Procedure

CLIPP played an integral role in reviewing assessment design as part of the HE Assessment [Policy \(LT1302\)](#) and [Procedure \(LT1254\)](#) redevelopment. Tulsa Andrews represented CLIPP as part of a working party that focussed on sound assessment design, formalising assessment requirements and ensuring quality of assessment. Revised sections are student-centred, contemporary and describe evidence-based practices for quality assessment design and implementation. To support the policy and procedure, two supplementary guidelines were updated to support the current learning and teaching climate and context:

- [Supplementary Guidelines: Learning Outcomes and Assessment](#): A support resource to construct Course Outline documents
- [Supplementary Guidelines: Student Workloads](#): A support resource to construct Course Description documents

CLIPP are also involved with supporting the roll-out of the new [Assessment Moderation Resource](#) throughout 2020 by means of provision of staff professional development and online resources.

1.3 Working with SPP (Strategic Priority Projects) to explore Teaching Online Future Focus

Professor Andy Smith (DVC, Academic) requested that CLIPP representatives engaged with external **SPP Consultants** with a view to improving Federation University's online offerings. The consultants worked for the university for approximately six weeks during October and November reviewing online teaching practices. The consultants held a number of interviews with individual academics as well as conducted focus groups with senior stakeholders and learning and teaching staff from Berwick, Gippsland and Mt Helen campuses. The recommendations regarding future teaching online quality improvements are currently with the members of the Vice Chancellor Senior Team. Several of the recommendations and associated 2020 implementation proposed plans will be led by Associate Professor Nina Fotinatos (Interim, Pro Vice Chancellor, Teaching Quality and Innovation) in consultation with CLIPP, ITS, ADTQs, Deans, Discipline Leaders, Program Coordinators and Course Coordinators.

1.4 Announcement of SAGE Athena SWAN Bronze Award

Federation University submitted an application for SAGE Athena SWAN Bronze Award Accreditation on Friday 29 March, 2019. On Monday 23 September, 2019, it was with great excitement that the university announced that it was **successful in attaining SAGE Athena SWAN Bronze Award Accreditation** for four years. The initiative has now moved into an implementation phase along with the project lead role shifting from Associate Professor Nina Fotinatos to Heather Marsh (Manager, Equity and Diversity) and Deborah Walker (Director, Human Resources). Professor Helen Bartlett (Vice Chancellor and President) and Professor Chris Hutchison (DVC, Research and Innovation) will co-lead the implementation team focused on reaching milestones described in the SAGE Athena SWAN Four Year Action Plan (2019-2022). In addition, the Deans will play a significant role in the implementation of the objectives and key performance indicators within the Action Plan.

1.5 Academic Research Mentoring Program (July –December 2019)

In July 2019, CLIPP representatives worked with members of the Professoriate Committee to implement the Academic Research Mentoring Program (ARMP). The purpose of this **6 month pilot program** was to enhance research capability and progression for Level B-D academic staff. The program increased network connections between paired self-selected mentors and mentee's across campuses and disciplines. The pilot program had 19 mentors and 26 mentee's who held research focused discussions between July and December. Preliminary feedback demonstrated positive outcomes for both mentors and mentee's, particularly in career conversation and research planning for future growth. The program will be run in **2020 over 12 months under the** guidance of Ms Amy Hunter, Director, Research Services. All updates regarding ARMP initiative can be located at the following link: [Academic Research Mentoring Program](#).

1.6 CLIPPs contribution to the Connected Classrooms Enhanced Learning (CCEL) Pilot Initiative

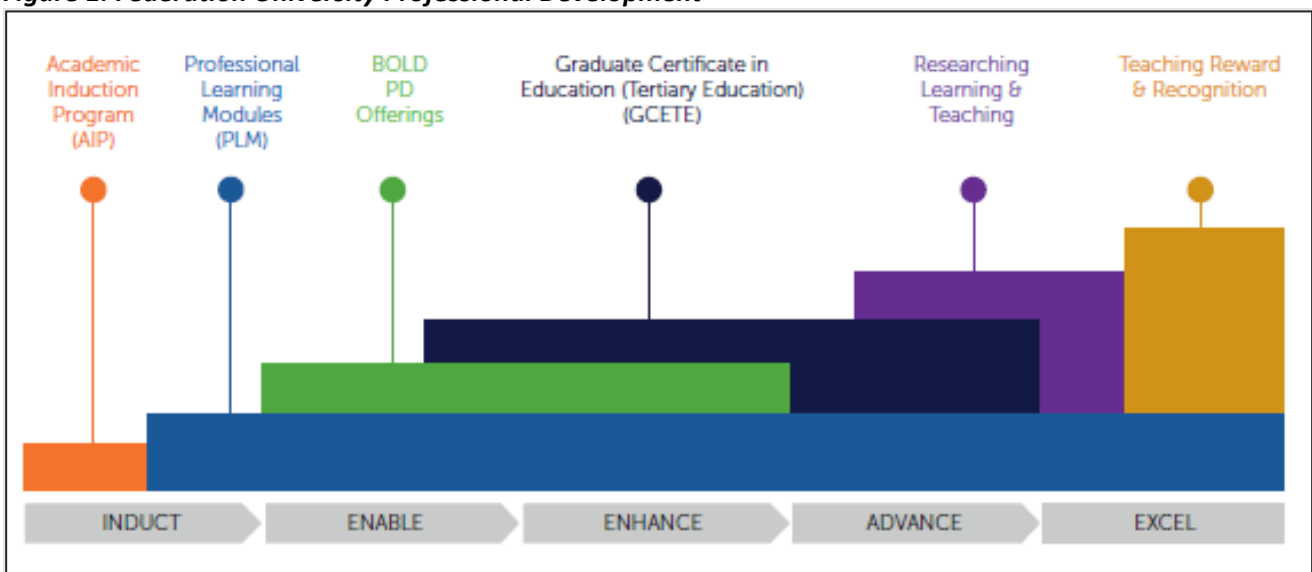
Between September – December 2019, several CLIPP members contributed to the CCEL initiative in conjunction with School, ITS and Library staff. CLIPP staff have been involved in several discussions regarding the exploration of alternative solutions to Adobe Connect that can further enhance the student and staff experience through flexible learning options. CLIPP staff have provided timely feedback to the project team regarding suitable courses that can be piloted in Semester 2 2020. In addition, CLIPP staff participated in the November full-day workshop to explore technology enhanced options in teaching for academic staff. CLIPP staff continue to highlight the importance of course design, the relationship between student and staff engagement, learning and teaching pedagogy and how technology can enhance the learning experience. Learning Designers continue to provide staff with support in course revision and adaptation to meet the needs of diverse learners.

Academic Enhancement Support

2.1 Professional Development Framework

CLIPP recognises the need to support all teaching staff with the fundamental and advanced knowledge and skills required to undertake face-to-face, blended and online teaching within a higher education institution. Figure 1 depicts the CLIPP [Professional Development Framework](#) which is a model of progression to assist staff navigate the professional development (PD) opportunities offered by CLIPP. Teaching staff have an opportunity to identify, in consultation with their line manager, a continuing professional development pathway that accommodates their identified learning needs, in an agreed timeframe, as set by various university policies such as the [Academic Probation \(Higher Education\) Procedure \(Policy Code: HR955\)](#), the [Learning and Teaching and Student Success Plan \(2018-2020\)](#), and the [Performance Review and Development Program \(PRDP\)](#).

Figure 1: Federation University Professional Development



2.2 Academic Induction Program

The [Academic Induction Program](#) is a formalised support program for new or returning higher education teaching staff at Federation University. All staff, whether sessional, contract or ongoing, are expected to complete this 15-hour blended program within their probation period. Academic staff are provided with an introduction to:

- general and specific Federation University learning and teaching practices
- learning technologies to support Blended Online Digital (BOLD) initiatives
- support networks available for academic wellbeing that helps to enhancing learning and teaching practices
- support networks available to aid student retention and success

A total of 16 workshops were delivered across all campuses:

- **four workshops** on each of the Mt Helen, Berwick and Churchill campuses
- **three workshops** on the Brisbane campus, and
- **one workshop** at the Horsham campus.

Attendance figures for each campus, and each semester are provided in Table 1.

Table 1: Academic Induction Program Attendance Figures

Campus	School														Total						
	FBS		SoA		SoE		SoHLS		SoN&HP		SoSEIT		Other		Sessional		Fixed/Ongoing		Total		
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	Y
BALLARAT (MTH SMB ICamp)	0	0	8	3	2	1	6	4	1	1	5	5	0	2	14	8	8	8	22	16	38
BERWICK	1	1	4	0	3	3	3	1	5	2	3	0	1	2	12	4	8	5	20	9	29
BRISBANE	7	7	0	0	0	0	0	0	0	0	4	2	0	0	11	9	0	0	11	9	20
CHURCHILL	0	0	4	4	0	1	1	1	3	0	3	3	0	1	9	7	2	3	11	10	21
HORSHAM	0	0	5	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	5	0	5
Semester Total	8	8	21	7	5	5	10	6	9	3	15	10	1	5	51	28	18	16	69	44	113
Year Total	16		28		10		16		12		25		6		79		34		113		

A total of **113 new staff completed** the Academic Induction Program in 2019. This is an increase on 64 staff in 2018. Participants overwhelmingly indicated that the topics supported their learning and teaching practices, with the majority of participants seeking further CLIPP PD opportunities within their first year of commencement (e.g.,: webinars, workshops and the Graduate Certificate of Education (Tertiary Education) (GCETE). Feedback provided included the following comments:

Staff Feedback: *“As a sessional lecturer, who commenced early this year, I found the course information very worthwhile as it has certainly increased my overall knowledge about available services and resources and who to contact when I require assistance”* (Sessional teacher, Semester 2, 2019).

Facilitator Feedback: *“Thank you for your recognition of my [departments] contribution to the Academic Induction Program. I join with them my thanks for their active partnership across our Schools and Divisions. Effective induction provides a terrific foundation for our academic colleagues, and the positive spirit in which it is provided is a credit to all involved”* (Library, Semester 2, 2019).

2.3 BOLD Professional Development Offerings

CLIPP continues to recognise the need to provide ongoing quality professional development aligned to the eight key domains of [Teaching Practice](#) (listed on CLIPP Website):

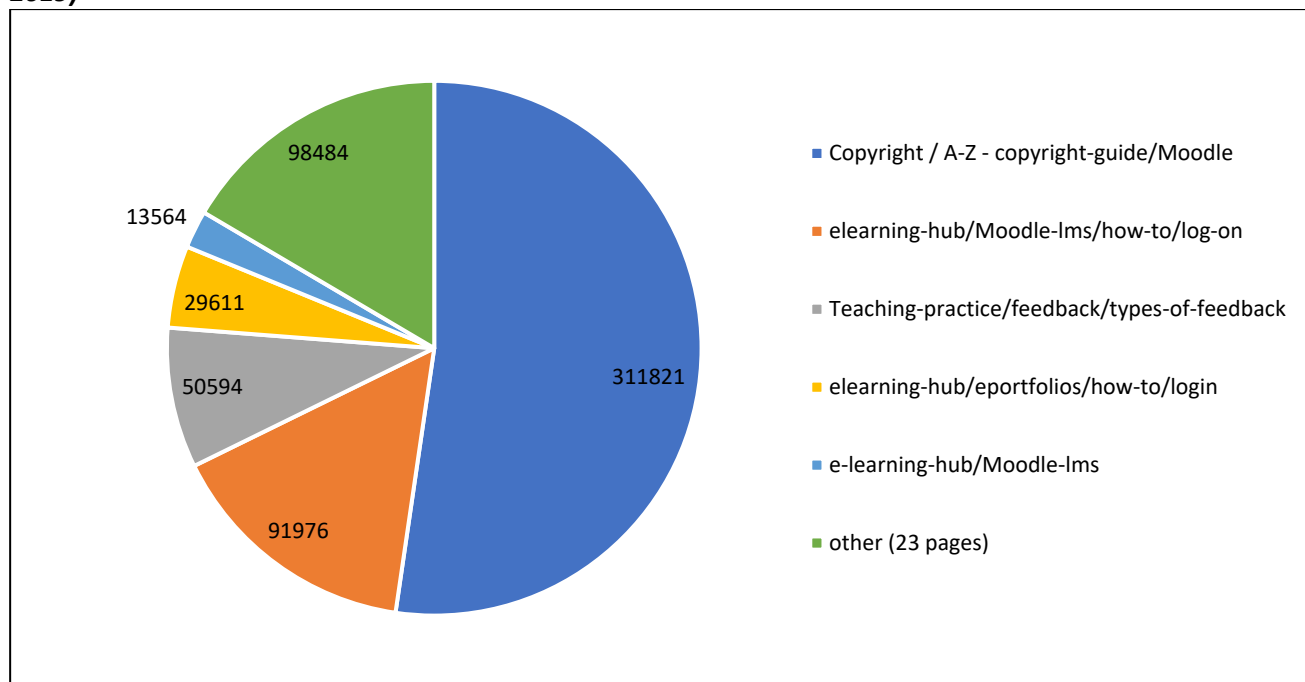
- Learning: Understanding your learners and their needs
- Assessment: Creating effective ways to demonstrate learning
- Design: Designing an inclusive learning journey
- Development: Building your learning space
- Facilitation: Engaging face-to-face and online teaching practices
- Feedback: Providing quality feedback for learning
- Monitoring: Monitoring engagement in learning
- Evaluation: Reviewing for future enhancements

Professional Development is offered in three formats: (1) [Resources](#) that are self-paced, online and which support just-in-time requirements, (2) [Centrally offered webinars and workshops](#), and (3) [School specific](#) targeted professional development sessions available on request.

2.3.1 Blended, Online and Digital (BOLD) Professional Development Offerings | Resources

Self-paced, online learning and teaching [resources](#) are readily available as a form of staff support. The CLIPP website was recently restructured under the leadership of the CLIPP digital and graphic production team and ITS. The domains (listed above) provide pathways through which a variety of support material can be accessed. There were **596050 page views on the Learning and Teaching section** of the website from 1 January – 30 November 2019. (See Graph 1).

Graph 1: Top 5 most accessed pages within Learning and Teaching pages of CLIPP website (Jan 1- Nov 30, 2019)



2.3.2 BOLD PD Offerings | Central

CLIPP offered classes in 2019 to support general and specific professional learning requirements. These classes were related to BOLD pedagogy and learning and teaching technologies. These were delivered in the form of webinars and workshops and were facilitated, online and offered quarterly.

- Webinars

Webinars are an online presentation medium, targeted at building capability and encouraging peer discussion and collaboration. The focus of webinars is sharing BOLD teaching practice experiences that are aligned to current and innovative learning technologies. Webinars are schedule on the second Thursday and third Tuesday of each month, with additional sessions delivered in February and July coinciding with the commencement of teaching semesters. Adobe Connect is used to record all webinars for later viewing. Presenters include members of CLIPP, the Library and school academic teaching staff. (See Table 2 and Graph 2).

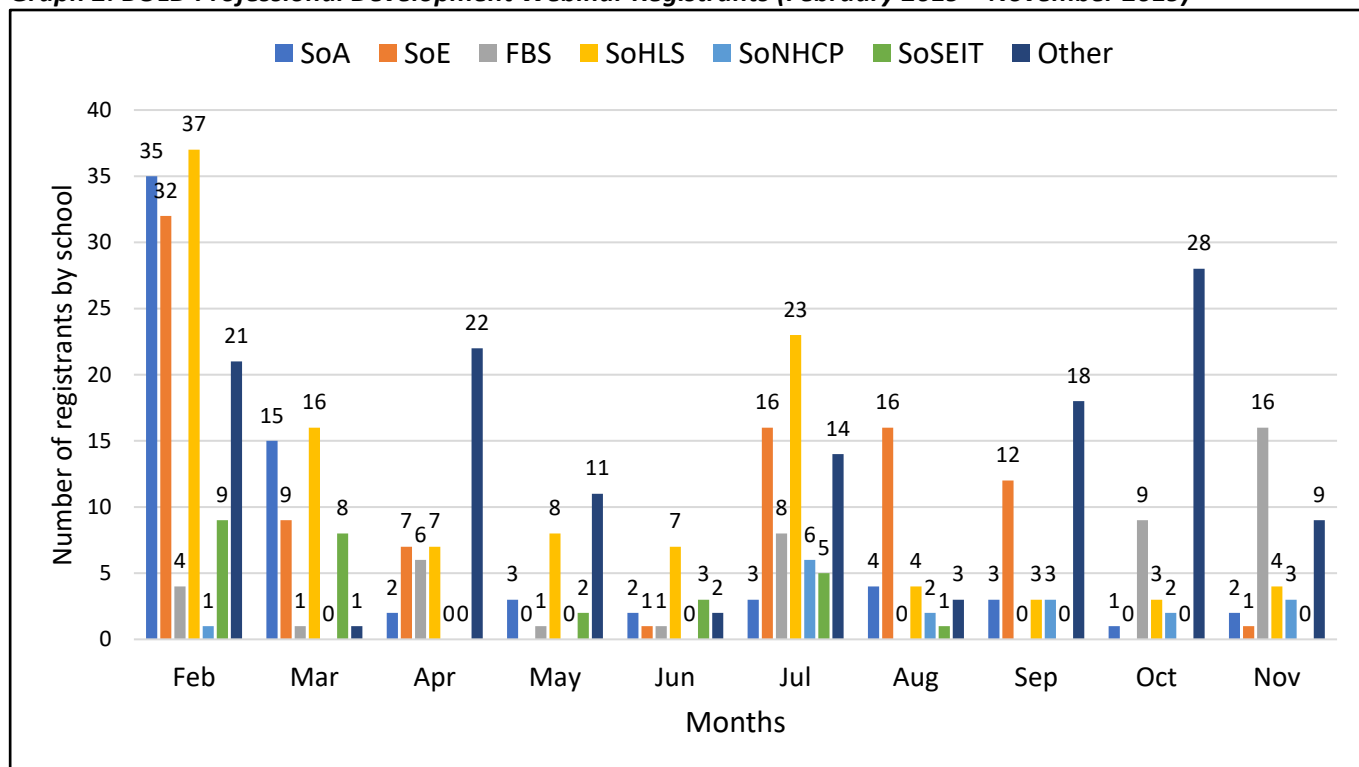
Summary of Semester 2 webinars delivered:

- **20 webinars: Quarter 3:** July (n = 12); August (n=4); September (n=4)
- **8 webinars: Quarter 4:** October (n=4); November (n=4)
- A total of 95 participants registered for these webinars, with 39 participants engaging in 1 session and 56 participants with more than 1 session

Table 2: BOLD Professional Development Webinar Registrants (February 2019 – November 2019) Total Registrants

Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov
139	50	44	25	16	75	30	39	43	35

Graph 2: BOLD Professional Development Webinar Registrants (February 2019 – November 2019)



Webinar participant feedback September 2019

“I will be able to use this information and ideas from these sessions to improve my teaching practice”
“I liked being able to access a recorded webinar, to skip through content that I already knew/don't need.
As a part time staff member, recordings are vital, as I can rarely make the live webinars.”

- Workshops

Face-to-face learning and teaching technology **‘bootcamp’** workshops are offered at the beginning of each semester. The purpose of these is to enhance basic and intermediate skills, and to focus on designing and developing sound learning and teaching practices. These workshops are followed by optional **Learning Designer one-to-one** consultations to provide targeted individual support. Bootcamp workshops are delivered the day after existing **Academic Induction Program** workshops held in Mt Helen, Berwick, Brisbane and Churchill. These workshops target new and current teaching staff. (See Table 3).

Table 3: BOLD Professional Development Learning and Teaching Technology ‘Bootcamp’ Workshop Registrants (Semester 2, 2019)

	SoA	FBS	SoE	SoHLS	SoNHCP	SoSEIT	Other
Number of Participants per school	3	5	3	1	0	2	1

2.3.3 BOLD PD Offerings | [School](#) and Campus

CLIPP offered in 2019 a range of ‘on request’ face-to-face, blended and virtual workshops tailored to address specific school/program/campus learning and teaching needs. CLIPP Learning Designers work closely with their allocated Deans, the Associate Deans, the Associate Deans - Teaching Quality (ADTQ) and other key staff, to develop targeted professional development opportunities aligned to staff and school priorities. School focused sessions included:

- Sharing sessions on eReading and Gamification
- Academic Integrity

Examples of the School BOLD PD offerings included:

- An Academic Integrity session held at the School of Nursing was held at Berwick and there were 50 attendees.
- A new Moodle template session was held at the School of Science, Engineering and Information and Technology new template session. There were 13 attendees across Mt Helen and Berwick campuses.

2.4 Graduate Certificate of Education (Tertiary Education) (GCETE)

The [GCETE](#) is a postgraduate award program that explores the foundations of providing innovative and contemporary learning and teaching practices in a tertiary setting. It aims to provide both a theoretical underpinning and practical application of new knowledge, skills and ideas, along with supporting the Scholarship of Learning and Teaching (SoLT) through development of professional practice. Current university policy stipulates 50% completion for new ongoing teaching staff without formal education qualifications.

To accommodate the teaching workloads of participants, the program is offered part-time, wholly online and facilitated across 15 weeks in a winter and summer semester. All courses are delivered at an AQF Level 8. Participants are predominantly Federation University teaching and teaching support staff, with representation also from the TAFE sector and full fee-paying external students. A staff exemption for course fees is available for eligible university employees. (See Table 4).

Table 4: Staff engaged with Graduate Certificate of Education (Tertiary Education)

	Arts	Business	Education	Health & Life Sciences	Nursing	SEIT	TAFE	Other FedUni	External	Total
EDGCT5007 Tertiary Teaching and Learning										
Intake: Winter 2019	5	0	0	12	3	8	3	1	3	35
Intake: Summer 2019	3	0	0	3	7	9	0	1	1	24
EDGCT5008 Professional Practice in Tertiary Teaching										
Summer 2019	6	0	1	15	3	10	3	2	3	43
EDGCT5009 Contemporary Issues in Tertiary Teaching										
Winter 2019	4	0	0	4	1	5	2	0	2	18
EDGCT5010 Tertiary Teacher as Researcher and Practitioner										
Summer 2019	3	1	0	2	1	6	2	0	0	15

The program currently has 82 staff actively studying and 25 staff taking leave of studies for a range of work and family reasons. There continues to be an ongoing challenge voiced by participants that they have insufficient time allocated (ten hours per week) to study given their staff workload. Feedback from the Semester 2 (2019) student cohort includes the following comment:

Student, EDGCT5007: *“I liked how diverse the learning content was presented. I like that it has real life situations and context which we could relate to through what we were learning. I liked that we could use our own learning objectives and work and improve on it throughout the course”*

Student, EDGCT5008: *“It was the most amazing presentation, design and delivery - It has given me a stockpile of ideas to adapt to my current methods of online design and delivery. It has set the benchmark of high-level practice in BOLD”*

Student, EDGCT5010: *“Using SoLT in L&T was a new approach to me. I am using this approach to develop my future pedagogical practices”*

2.5 Learning and Teaching Scholarship

2.5.1 L&T Scholarship from GCETE participation

A key focus of the final course in the GCETE program is the use of SoLT to employ praxis between learning and pedagogy. As a direct result of participation, two students have developed their scoping literature review assessment task and been successful in publishing their work.

1. [Barbagallo, M. S. \(2019\). Completing reflective practice post undergraduate nursing clinical placements: A literature review. *Teaching and Learning in Nursing, 14*\(3\), 160-165. doi: 10.1016/j.teln.2019.02.001](#)
2. [Coombs, N. \(2018\). Educational scaffolding: Back to basics for nursing education in the 21st Century. *Nurse Education Today, 68*\(1\), 198-200. doi: 10.1016/j.nedt.2018.06.007](#)

2.5.2 Research into Scholarship of Learning and Teaching (RiSoLT) Hub

In operation for 18-months now, the [Research into Scholarship of Learning and Teaching](#) (RiSoLT) hub is an online resource of six modules that provides foundational theoretical knowledge and skills to staff (academic, VET, professional, and HDR students) in conducting research into learning and teaching. To date, **51** staff have self-enrolled in the site. Over the past 6-months, a total of **368** activities have been completed.

2.5.3 CLIPP disseminated Learning and Teaching Research

All academic members of CLIPP continue to contribute to university research output in a variety of domains (academic development, student support services, human resource management, leadership and mindfulness). Evidence of scholarly dissemination is provided below:

- Weuffen, S., Andrews, T., & Roberts, K. (2019, under-peer-review). Promoting quality learning and teaching pedagogy: Evaluating a targeted localised academic induction program (AIP) for the impact on continuing professional development. *Australian Journal of Adult Learning*
- Weuffen, S., Warren, S., & Pappaluca, K. (2019). *The silent but deadly academic third space: Illuminations of power/knowledge relationships about the ‘difference’ between university academic and professional portfolios*. Australian Association for Research in Education (AARE) Conference, Queensland University of Technology, Queensland: Australia, December 1-5, 2019

2.5.4 Vice Chancellor’s Learning and Teaching Awards

The annual Vice-Chancellor’s Learning and Teaching (VC L&T) awards were established in 2010 to recognise innovative and sustained best practice learning and teaching pedagogies by academic and professional staff at

Federation University Australia. CLIPP staff facilitate all aspects of the VC’s L&T awards over a four-month period and provide intensive and high-level one-to-one support in the development of strong applications. While number of applications are down this year, interest and the quality of applications remains high. (See Table 5).

Table 5: Longitudinal staff engagement with VC L&T awards

Year	Nominations received	Intention to submit	Submission of 1 st draft	Submission of 2 nd draft	Submission of final application	Awards given
2017	20	16	15	12	14	5
2018	37	16 43% retention	15 94% retention	6 40% retention	6 100% retention	3
2019	23	8	5	3	3	2

Moodle continues to be an effective mode through which to coordinate the awards with 100% of respondents to the online anonymous survey indicating an excellent level of coordination, exemplified by the following comment: “[my mentor] was fantastic at providing support and feedback throughout” (Anonymous, 2019).

The impact of staff workloads continues to be an important factor for participants. Reflecting feedback provided over the past two years, one applicant commented, “I did not participate as I felt overwhelmed by the requirement, given my current workload” (Anonymous, 2019). This indicates a better dissemination process is required.

2.5.4 Australian Awards for University Teaching (AAUT)

Winners of the VC’s L&T awards are approached each year to continue developing their application for submission of a national learning and teaching award application. Working one-on-one with staff from CLIPP, applicants benchmark and integrate panel feedback to argue the case that their innovative, creative, or best practice pedagogy meets a national standard. This year, one **Citation for Outstanding Contribution to Student Learning** applicant was mentored. The outcome of this submission will be known in February 2020.

Learning Design Support

The Learning Design team plays an integral role in leading and supporting university staff to enhance their teaching practices. We achieve this through active membership of School Learning and Teaching Quality committees, providing staff with professional development opportunities, assisting in planning and reviewing courses and programs, as well as developing and implementing tailored learning modules to suit needs.

Learning Designers advise on all aspects of learning and teaching (except content) within courses and programs. These encompass the following:

- course organisation, information and learner supports
- teacher presence, communication, facilitation and interaction
- learning activities
- learning resources
- student progress, assessment, student feedback, streamlining staff workflow, copyright and academic integrity.

Learning Designers also lead the [CLIPP School Support Team](#). Each school has a CLIPP aligned multi-discipline support team which collaboratively support schools to address small or large scale school priorities.

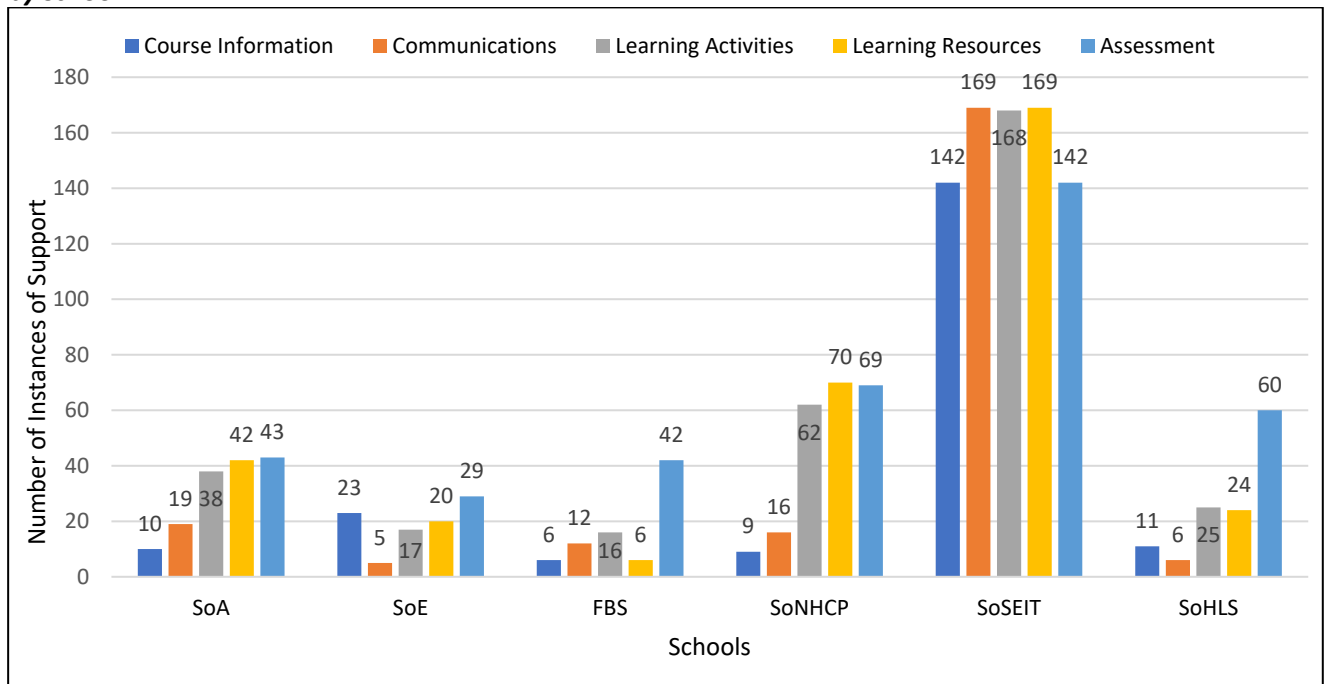
3.1 Just-in-Time Support

Just-in-time support is delivered to individuals or in small group arrangement and often focuses on a number of key areas aligned with the [BOLD Learning and Teaching Practices](#). (See Table 6, Graph 3 and Graph 4).

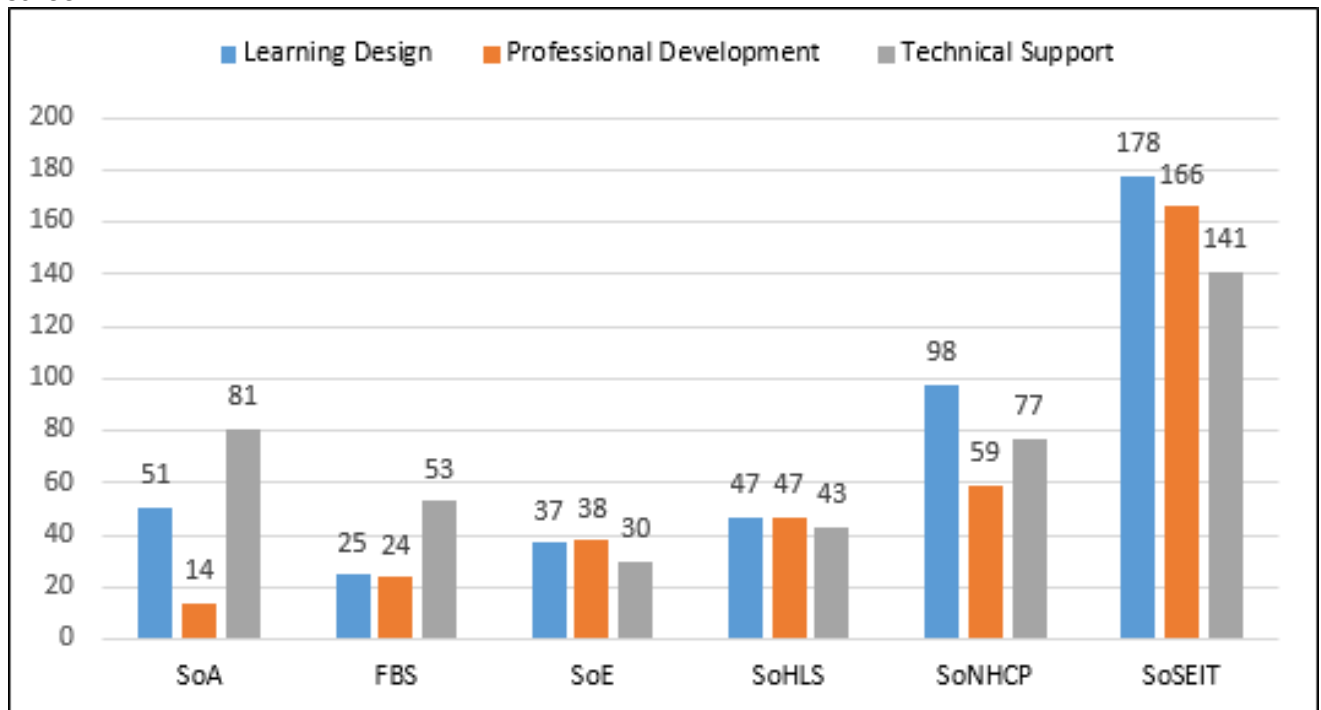
Table 6: Individual or small group just-in-time support (Dec 2018 – June 2019)

School	Instances of just-in-time support provided
School of Arts	103
Federation Business School	75
School of Education	61
School of Health & Life Sciences	87
School of Nursing & Healthcare Professions	147
School of Science, Engineering, Information Technology	180

Graph 3: Just in Time Support – BOLD Learning and Teaching Practices. Support provided by focus area and by school.



Graph 4: Just in Time Support – BOLD Learning and Teaching Practices. Support provided by category and by school.



3.2 Central Projects

CLIPP Learning Designers contribute to a number of central and school-focused projects that have had a continuing positive impact on teaching quality and ultimately the learning experiences of students.

3.2.1 BOLD Learning and Teaching Practices Support Site

This Moodle site is currently being developed by the Learning Design team in consultation with staff from all schools and disciplines. Its purpose is to provide staff with examples of good practice in addressing the [BOLD Learning and Teaching Practices](#) focus areas and associated criteria, and to assist them in improving the quality of their teaching practices.

This project requires Learning Design team members to obtain permission from staff in order to share their examples of good teaching practice in a central Moodle shell with all Federation University staff. Whilst we anticipate that permissions addressing most of the criteria will be obtained by mid-2020. However, the process of identifying good examples and seeking permission to use them, and then incorporate them into the Moodle shell will be ongoing, or at least revisited/reviewed on a regular basis.

As illustrated in Figure 2 and 3, progress has been made on a working structure for the Moodle site, that reflects the BOLD Learning and Teaching Practices focus areas and criteria. However, this structure only enables links to be created to individual Moodle activities and resources examples. Improvements in Moodle navigation options, anticipated for 2020, should enable the site to be more streamlined for an improved staff experience.

Figure 2 Moodle Site for BOLD Learning and Teaching practices Focus Area 01

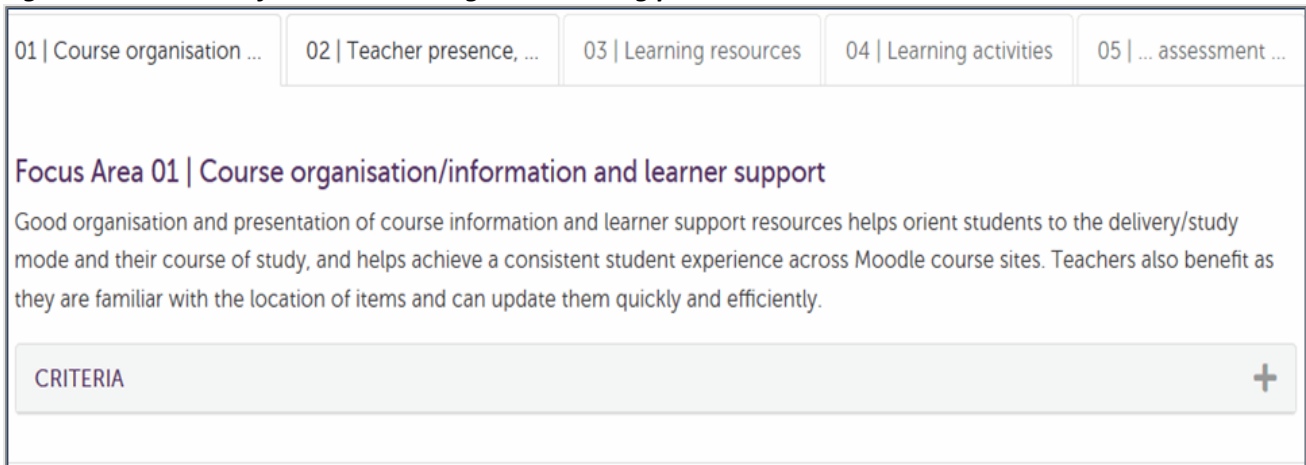


Figure 3 Moodle Site for BOLD Learning and Teaching practices Focus Area 02

01 | Course organisation ...
02 | Teacher presence, ...
03 | Learning resources
04 | Learning activities
05 | ... assessment ...

Focus Area 02 | Teacher presence, communication and facilitation

While the level of teacher presence will vary depending on the delivery/study mode, teachers should establish their online presence by clearly stating how they and students are expected to communicate in a Moodle course. Students need to know where in the course to ask questions and when they can expect a response.

By frequently and actively participating in the online learning community teachers facilitate ongoing interactions and connectedness, that is critical to student retention and success.

CRITERIA

2.1	The strategy for using the Moodle News Forum/Announcements tool for (one way) posts is clearly stated and implemented.	
2.2	Learners are provided with a Moodle Forum for general course discussions/questions. <i>(Staff should consider subscribing to Moodle Forums to receive email notifications of student posts).</i>	
2.3	Expected staff response time to learner queries is clearly communicated and responses are timely.	Example
2.4	Online communication etiquette (netiquette) expectations are clearly stated.	
2.5	Learners are provided with opportunities for teacher/learner interaction around learning activities and resources via:	
2.5.1	- Asynchronous communication (i.e., Active use of Topic/Module and Q&A Forum discussions).	
2.5.2#	- Synchronous communication (i.e., Active use of Adobe Connect for virtual classes and/or office hours).	

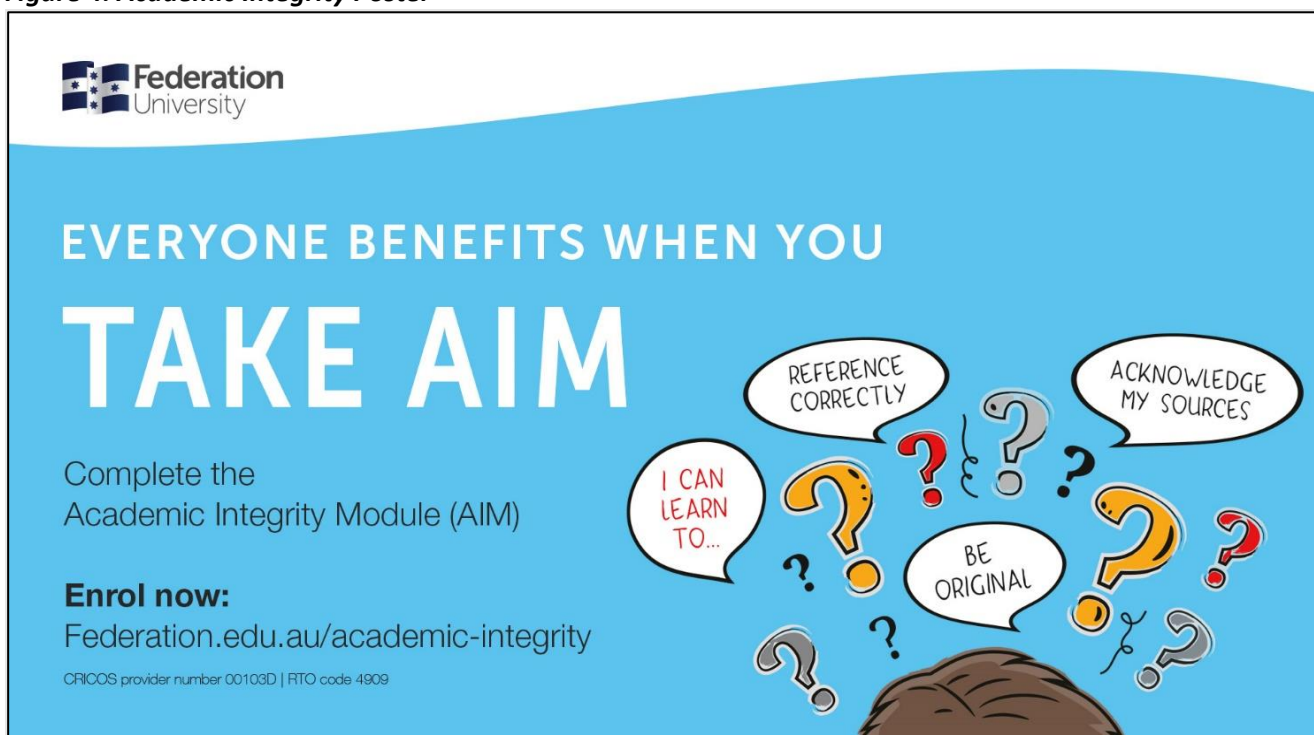
3.2.2 Academic Integrity Audit

In 2018, CLIPP developed the student facing Academic Integrity Module (AIM) based on recommendations from the Academic Integrity Working Group (October 2017) (Chaired by Associate Professor Kim Dowling). The module was developed in a Moodle shell to provide Federation University and Partner Provider students with 30 minutes of self-paced learning aligned to the seven aspects of academic misconduct as outlined by TEQSA. During Semester 1, 2018 the AIM was piloted and completion became voluntary for students in 2019. As part of the Quality Services Audit Report, the topic of Higher Education Academic Integrity was further discussed with a view to explore compulsory module completion in 2020. There are however a number of additional factors that need to be considered when exploring compulsory completion options.

CLIPP contributed uptake statistics of the AIM as part of the Quality Services Audit Report and recently assisted in the development of a marketing awareness campaign. In consultation with the Senior Digital Designer (Learning and Teaching Technology Support team, CLIPP), a poster was created encouraging students to enrol and complete AIM. This poster was circulated throughout Federation University and Partner Provider sites. (See Figure 4).

CLIPP are currently in the process of creating a flyer encouraging students to seek assistance to avoid breaching academic integrity guidelines. Future CLIPP involvement in relation to this topic area includes addressing the academic misconduct policy gap and providing staff and student support for interpreting and detecting academic misconduct.

Figure 4: Academic Integrity Poster



3.2.3 Student Assessment Declaration

CLIPP developed a proposal to the University Learning and Teaching Committee to implement a simplified process to support the student assessment declaration process commencing in 2020. The process is a key component of electronically submitting assessment tasks. The proposal was approved, and a simplified electronic assessment declaration and submission process will be implemented from Semester 1, 2020. This improved process provides more effective and efficient use of learning technologies for students, staff and the university. This change will be communicated to staff and students in a timely manner led by Von Button, Manager, Learning Design. The implementation in Moodle will be led by Adam Barbary, Manager, Learning and Teaching Technologies Support. See Appendix 1 for all details related to this change.

Advantages of the new process:

1. The staff experience will be improved as they will no longer have to manually duplicate or edit additional choice activities or assignment submission points in Moodle each semester.
2. The student experience will be improved. Students will now:
 - have a streamlined assignment submission process, interacting with only the assignment submission point, and having to complete fewer steps,
 - agree to the same declaration text, regardless of School, location or study mode, and
 - be informed of approaching assessment task submission deadlines via their Moodle dashboard calendar
3. Both staff and students will benefit from:
 - an accurate Moodle dashboard calendar and
 - assignment submission points that behave as expected, removing a common friction point and stressful experience
4. The university will benefit financially, as no time will be spent reconfiguring Moodle activities to resolve the issue of restricted activities not being displayed via the Moodle dashboard calendar.

3.3 Professional Development: Schools

3.3.1 School of Arts

There were four main priority areas in Semester 2, 2019.

1. Targeted Program Support

Continuing to provide support for redeveloped of the Bachelor of Arts, Bachelor of Human and Community Services, Bachelor of Criminal Justice, and Arts Academy programs for Semester 2 courses.

2. Course Coordinators' Moodle Resource

Development of a Course Coordinators' Moodle resource in response to issues raised through the quality snapshot project.

3. Consistent Moodle Gradebook Use

Development of a model for a consistent approach to using the Moodle Gradebook across the school. This model proposes a move towards showing letter, as well as numerical grades, through the Moodle Gradebook and encouraging lecturers to provide timely feedback to students through Moodle before uploading to FDL. This approach will provide students with a gradebook view that will enable them to gain a clearer view of how their marks were determined and how the final result has been calculated. The proposal has been approved by the School of Arts Learning and Teaching Technology sub-committee (SALTTS) and learning designers will be working with school staff to implement the changes throughout 2020.

4. 2020 School Specific Professional Development Focus

Development of school specific PD to be run in early 2020 includes:

- cultural and linguistically diverse (CALD) classrooms
- differentiated teaching strategies.
- moderation of assessment
- engaging, advising and monitoring students.
- assisting in delivering course coordinator induction.

3.3.2 Federation Business School

The Federation Business School (FBS) has had a busy year with a number of projects being undertaken within the School, focussing on course development and BOLD development. The embedded Learning Designer and CLIPP Support Team, have been engaged with three projects during the second half of 2019.

1. The development of the new MBA (EL.) Program

The Executive team of FBS requested that the CLIPP Learning Designer specifically focus her energy on working on the development of the new experiential MBA program. This project involved working with ten academic staff and a representative from Runway Ballarat to develop a new pedagogical approach to learning and teaching. This pedagogical approach focuses on having a blend of academic learnings and experiential activities, which are led by industry experts in consultation with lecturers. This is an ongoing project into 2020. Thus far, the feedback from students has been very positive.

2. Minimum Standards (BOLD) Project

This project is focused on ensuring all FBS courses are meeting the BOLD minimum standards. In consultation with the ADTQ, a number of key BOLD practices (taken from the BOLD L&T Practices document) were identified as priorities for 2020. All FBS staff will be required to make changes in their courses to ensure minimum standards of Moodle shells and teaching quality school were achieved. This is an ongoing project in 2020.

3. Support new staff (in consultation with Discipline Leaders, Deputy Dean, ADTQ)

This is an ongoing project that supports all new teaching staff who teach within the Federation Business School. The project incorporates all staff be they sessional or ongoing, who teach across our campuses, including Brisbane. A suite of group-based professional development workshops have been offered, in addition to one-to-one support. This project works closely with the Academic Enhancement Team from CLIPP who offers the Academic Induction Project, and the GCETE. This is an ongoing project in 2020.

3.3.3 School of Education

Learning Designers in the School of Education and CLIPP Support Team met with Professor Claire McLachlan to discuss upcoming projects and a detailed 2019-2020 Scope of Projects document was created. [CLIPP School Support Team](#) meetings focused on identifying ways that other CLIPP staff can contribute to the School Support Team. Learning Skills Advisors (LSAs), for example, can provide information about the most common assessment tasks that students seek assistance with and the Student Academic and Study Support (SASS) Team can gather information from student leaders about the most effective way the team can support Peer Assisted Study Sessions (PASS). There were four main areas of work identified in the Scope of Projects document in Semester 2, 2019.

1. Placement Readiness Checklist

CLIPP worked with Ms Sharon Davis and Ms Margaret Stewart on creating a short **checklist** for students to self-assess their placement readiness in relation key documentation, information included, placement points of contact and understanding of professional placement requirements in alignment with the Victorian Code of Conduct for Teachers. Work is continuing with a review of the **School Professional Experience Moodle Shell** to ensure relevant information is readily available to students regarding their placements. Staff can use the shell to efficiently and effectively engage with students.

2. Graduate Teacher Performance Assessment (GTPA) Support

Assistance and support was provided to School of Education staff involved in the Graduate Teacher Performance Assessment (GTPA). The GTPA is a culminating assessment designed to evaluate preservice teachers against graduate teaching standards and determine competence across five criteria. This year, a specific Moodle Shell was created to allow students enrolled in multiple courses to submit their work to a common location, thus facilitating easier access for the group of staff involved in the marking and moderation process. Work on this project will continue into 2020 with changes to the Mahara ePortfolio. These changes will facilitate the de-identification of student and school details that will allow participation in a research project being led by the Australian Catholic University.

3. Online Pre-Admission Literacy and Numeracy Testing

Pre-admission literacy and numeracy testing was successfully implemented online, so non-year 12 Bachelor of Education distance applicants could take the test in the presence of a local invigilator. Until now, this test has only been available to those who could attend on campus on designated testing days. Further, the online system overcomes the need for staff to manually mark the tests. This enables results to be made available on the same day, thus ensuring more timely decisions concerning enrolment.

4. Provision of Professional Development at School Meetings

The School of Education also holds informal staff sharing sessions at Mt Helen and Gippsland campuses, with staff from Berwick joining the Gippsland sessions via video conference. In the second half of 2019, CLIPP Learning Designers twice presented at these sharing sessions, covering the following topics:

- Using the Course Readings System
- Gamification

3.3.4 Schools of Health & Life Sciences and School of Nursing & Healthcare Professions

Over the course of 2019, the School of Health and Life Sciences and the Learning Designers (LDs) in the School of Nursing and Healthcare Professions have continued to collaborate to lead the CLIPP support team for both schools. Over the course of the year the School team drew on the expertise of each of the integrated CLIPP teams to meet the Schools' needs. The teams included: Academic Enhancement (AE), Learning & Teaching Technical Support (LTTS), Learning Skills Advisers (LSAs), Student Academic and Study Support (SASS) teams and Learning Designers (LDs).

School of Health and Life Science: Key Projects

1. Ongoing support as requested for the **Masters of Clinical Psychology** ongoing program design and roll-out (LD)
2. Review of the **Bachelor of Exercise and Sports Science** courses with regards the quality of the flexi-student experience with feedback provided to Dean and the ADTQ (LD)
3. Continuing offshore delivery support for 12 courses in the Environmental and Conservation Science program delivered at the Hebei University of Science and Technology (LD)
4. Ongoing ad hoc support for the **Master of Clinical Exercise Physiology** program development (LD)
5. Participate, contribute new developments and provide feedback to the **Teaching Quality Student Retention** committee meetings. Jim and Karalee used this forum to update members on developments, provide advice, seek feedback, as well as identify and arrange school professional development

opportunities, e.g., they arranged for the Copyright Officer, Helen Heawood, to present new copyright issues directly to a TQSR committee meeting.

6. Intensive ongoing support, with a focus on **online delivery, of large common first-year courses**, for example, Scientific Communication SCCOR1200. This involved ongoing twice-weekly meetings with the coordinator. LTTS members at Berwick supported the DA in relation to additional technical queries with the aim of allowing LD focus on development of the online learning activities. (LD, LTTS)
7. Supported the successful bid for the **International Bachelor of Sport Management (IBSM)** program. Learning Designers worked closely with the Program Director, Sue Brown, to develop an understanding of what is required to ensure the program will be world-class standard. They liaised with the wider CLIPP school team and Melania Pantelich from the English Language Support Service to facilitate and participate in the recent workshop involving the World Academy of Sport. Monthly meetings will be held within 2020 with the school support team to ensure ongoing support for this program. One LD has been seconded into a full-time role (LD).
8. Creation of **videos showcasing GCETE** and demonstrating models of exemplary online education (AE)
9. Progressing a strategic approach to more **sustainable course delivery shells** for 2020 utilising new Moodle features. The focus of this project is to minimise redundancy by replacing the 'Course Schedule' and 'Need Help?' sections with a new integrated Course Menu and generalised Student Support video (LD, LTTS, LSAs)
10. Development of a comprehensive **marking criteria for reflective forum** contributions with Chris Mesagno for EXPHS6014 (LSAs)
11. New staff needing extra support were assisted through regular meetings (LD, LTTS)

School of Health and Life Science: Professional Development

The School Learning Designers, Karalee Dwyer and Jim Carolan, liaised directly with Program Coordinators to negotiate, organise and deliver relevant professional development for the school in Semester 2, 2019. Two 2-hour sessions were delivered on two campuses and a week-long workshop was supported offsite as follows:

1. **HUST (Chinese delivery) Program staff training:** Visiting Chinese teaching staff attended Gippsland Moodle training on Wednesday 31 July and Mt Helen Tuesday 6 August (LD).
2. **International Sport Management Workshops:** Support, design and delivery of sessions during November Planning Workshop for International Sport Management: Workshop sessions held with World Academy of Sport Staff, Mon 4th - Fri 8th November at Mt Helen. LD, LTTS and LSA team members, along with Helen Heawood (Lib, Copyright) and Melania Pantelich (English Language Support Service), all facilitated and/or participated in successful planning sessions. Monthly meetings with school-support team.

3.3.5 School of Nursing & Healthcare Professions

School of Nursing and Healthcare Professions: Key Projects

1. **Master of Applied Science (OHS):** Ongoing assistance provided in redesigning and redeveloping the VIOSH Program for the change to online/block mode in 2019, with a strong focus on SCOHS5511 & SCOHS5513. (LDs)
2. Participated in the Teaching Quality Improvement within the **Learning and Teaching Professional Development** working party as members of the Teaching Quality Student Retention (TQSR) Committee. Negotiated access with ADTQ for Helen Heawood to present new copyright issues directly to the TQSR August meeting. (LD)
3. Liaised and advised school leadership and staff regarding practicable **Moodle shell set-up for multi-campus large cohorts:** (LTTS, LD)
4. Advised and supported the school regarding technical aspects of the **Berwick Nursing pilot block** delivery mode: (LTTS, LD)
5. Helped Biswajit Banik develop a survey/questionnaire for students in order to compare their current experience to that of the Berwick block trial next year. (LD)
6. Provided advice around online exam options e.g. **Exam Soft:** as requested by Judith Lyons. (LTTS)
7. Assisted Jan Jones to re-work her marking criteria for the MIDGD6006 assessment task (AE)
8. Advised and supported the school regarding technical aspects of Berwick Nursing mannequin training (LTTS, LD)
9. Participated in a program review of the **Graduate Diploma of Midwifery** (LD)

School of Nursing and Healthcare Professions: Professional Development

1. Supported, designed and delivered a very well-received academic integrity professional development presentation at the school forum, held at the Berwick campus on July 12 2019. Von (Yvonne) Button (Manager, Learning Design) and Leigh Albon (Learning Skills Adviser) presented a 45min session titled: Promoting Academic Integrity at Federation University.
2. Negotiated access with the Associate Dean Teaching Quality for Helen Heawood to present new copyright issues directly in TQSR August 2019 meeting (LD).

3.3.6 School of Science, Engineering and Information Technology (SoSEIT)

Five key specific projects were identified at the start of 2019, in the Scope of Project (SOP) document. The following was completed over the course of 2019:

1. Brand consistency

Identified non-Federation University branded documents and made recommendations for modifications.

2. Mapping assessment for improvements

Mapped assessment throughout the programs, identified needs and provided alternatives and assisted with the development.

3. Alignment with BOLD Learning and Teaching Practices

Online course materials meet BOLD minimum standards.

4. Supporting academic transition

Supported existing and new staff members.

5. Consistent Moodle Shell

Whilst working towards these goals it was identified that several of these goals could be achieved in the creation of a new Moodle template for SoSEIT. A new template enhanced the student educational experience and contributed towards student retention and success by:

- assisting with course consistency of navigation,
- clarity of information
- ease of use.

Ms Sara Warren, CLIPP Learning Designer developed a master template in Moodle, and sought feedback from many stakeholders. The master template was agreed to by Professor Syed Islam – Dean, School of Science, Engineering and Information Technology in April 2019.

Due to changing school requirements in the middle of the year, the **Scope of Projects** document transformed into new projects:

1. **Online course materials meeting BOLD** minimum standards through the implementation of a new Master Template in Moodle for all courses in SEIT.
2. **Assisted with the development of four new programs**, associated new courses and support of new staff members employed in these programs.
3. **Supporting** existing and new staff members.

Learning and Teaching Technology Support

4.1 Learning Technology Adoption

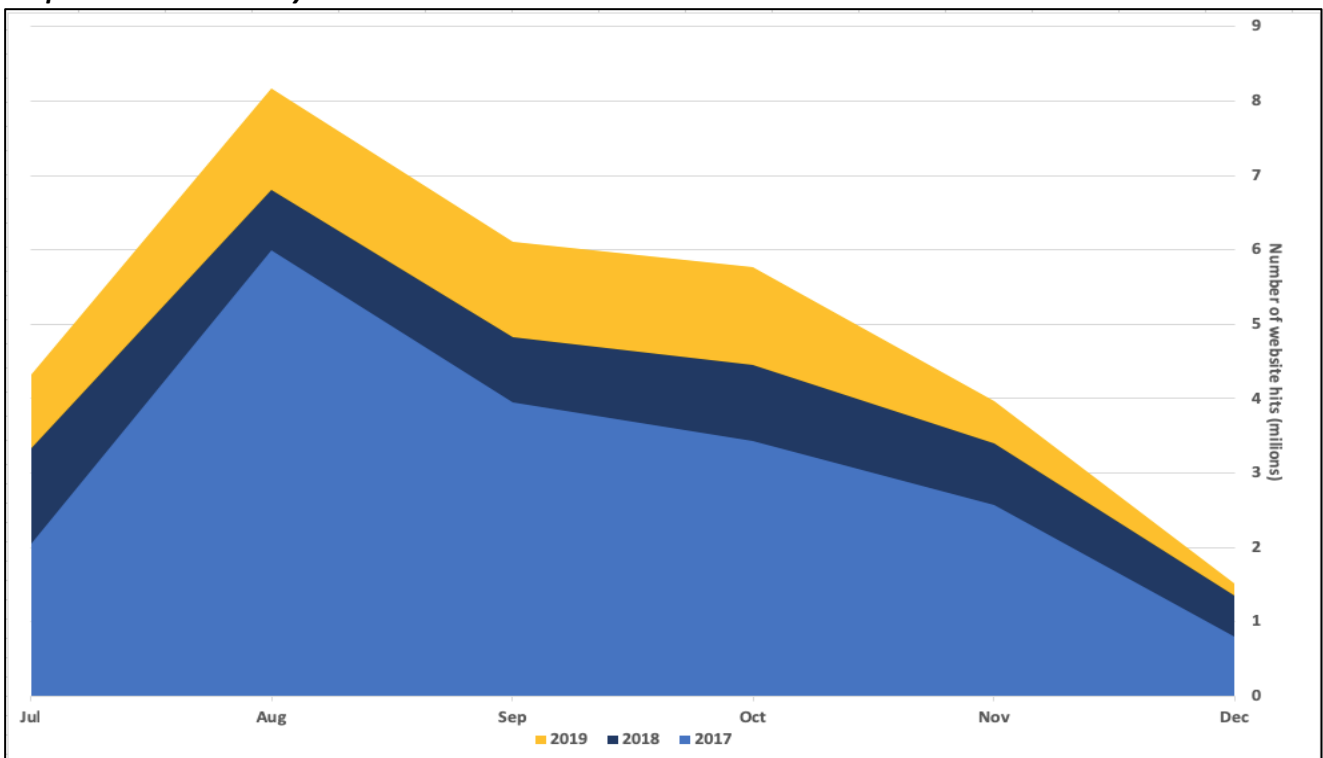
This year was a stable year for Federation University’s now mature learning technology suite. With the exception of the Moodle system upgrades in January and July, there were few changes to the underlying systems. This has allowed the Learning and Teaching Technology Team (LTTS) to focus on improving the User Experience (UX), through implementing various automated tasks, and refining the User Interface (UI) to make repetitive tasks simpler or redundant. In early 2019 LTTS team implemented the teaching team block which automatically displays staff names and contact details without the need to enter these manually into every course. Based on staff feedback, this block was further enhanced to include the ability to designate a course coordinator and display academic credentials. Moodle tours have also been expanded and strategically placed within Moodle to guide new users through the dashboard and activities.

This year we also successfully introduced the **Learning Skills Advisors (LSAs) Booking System** across Federation University. After identifying difficulties with students scheduling time with LSAs, a process both cumbersome and time consuming, a calendar integrated web form was created to allow students to identify LSA availability and match their desired day/time with the appropriate advisor on their campus. With the implementation of the booking system we have dramatically reduced the administrative load for LSA staff and have made accessing the service faster and easier for the students.

4.1.1 Moodle

[Moodle](#) continues to provide the central focus to Federation University’s online learning experience. The gateway to other services such as Turnitin, Kaltura, Equella, Studiosity and the Library’s eReserve system, Moodle has continued to expand in terms of both volume of content and user interactions. Activity peaked at close to **9 million hits this year**. The level of use has climbed so markedly this year that traditionally quiet periods exceeded peak activity only three years earlier. (See Graph 5).

Graph 5: Moodle Activity



4.1.2 Kaltura

[Kaltura](#) use has almost doubling in the past 12 months. (See Table 7a and 7b). Not only have staff adopted a positive approach to creating and embedding their own video content, but use of video-based assessment has also increased during assessment periods. (See Graph 6).

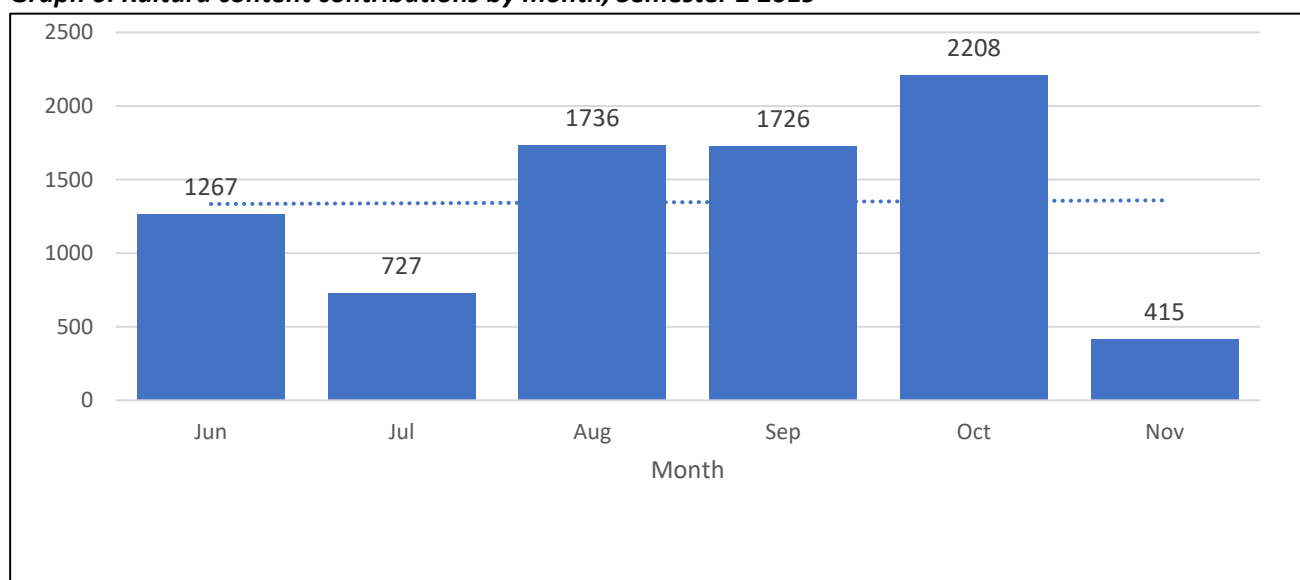
Table 7a: Kaltura and Moodle Use - Content Contributors

Year	Video	Audio	Image
Jun-Dec 2018	4365	340	54
Jun-Nov 2019	7909	144	44

Table 7b: Kaltura and Moodle Use Content - Content Interactions & Unique users from Top Content

Year	Plays	Downloads	Unique Users
Jun-Dec 2018	54545	3445	18183
Jun-Nov 2019	109249	5068	9761

Graph 6: Kaltura content contributions by month, Semester 2 2019



4.1.3 Mahara

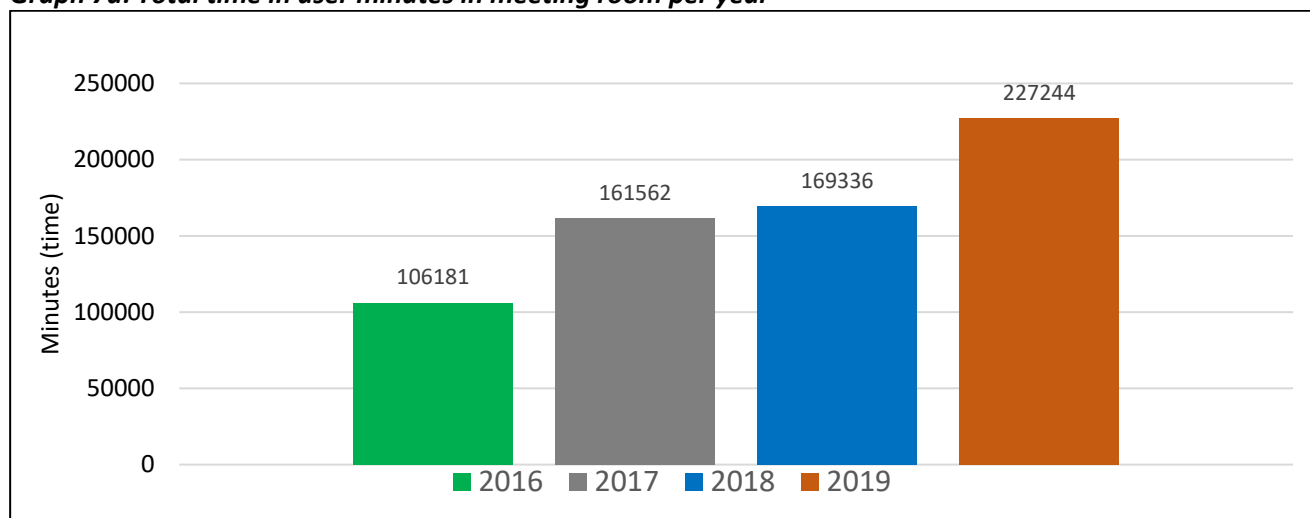
[Mahara](#) was slated for an upgrade this year, with design and analysis taking place in June. Despite engagement with Mahara developers, and a work plan being established, negotiations for the upgrade have temporarily stalled. The upgrade of Mahara is complicated by the need to migrate the existing database to a new system, bringing its platform in line with Moodle, as well as accommodating the many customisations made by Federation University over the last few years. However, once complete users will be able to harness new features including an updated user interface. We hope to pursue the upgrade of Mahara during the first half of 2020.

- **New user accounts this year: 7278**
- **Total User Accounts: 34,495**
- **New portfolio pages this year: 24,427** (Note: each user gets a default profile page)

4.1.4 Adobe Connect

[Adobe Connect](#) has been used at Federation University for four years and the licence has been extended for 2020. Usage continues to grow, with a 25% increase in the number of sessions conducted (Graph 7a) and 21% increase in student participation (Graph 7b). Storage also continued to climb and, in September this year, the vendor informed Federation University that storage for recordings was approaching capacity requiring further purchases of storage or removal of existing content. Given the Kaltura video storage system has unlimited capacity, CLIPP decided that recordings that needed to be retained could be moved to Kaltura, and the number of recordings in Adobe Connect could be reduced. To date, the removal of recordings has returned approximately 25% of available storage with more to follow. (See Table 8).

Graph 7a: Total time in user minutes in meeting room per year



Graph 7b: Total number of Connect Sessions

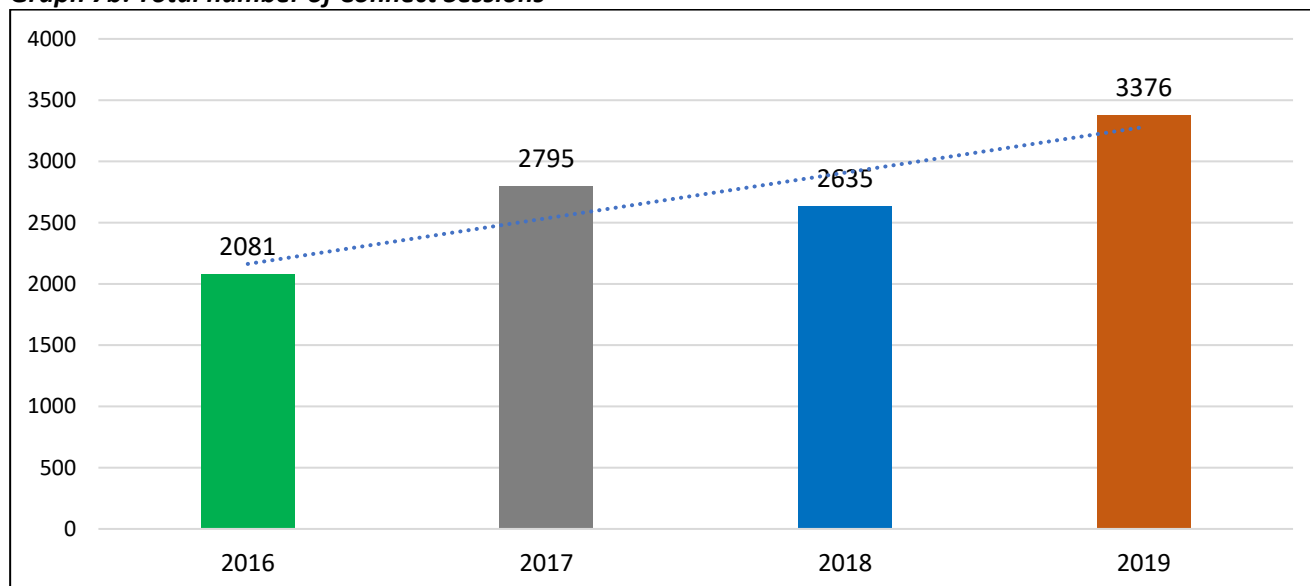


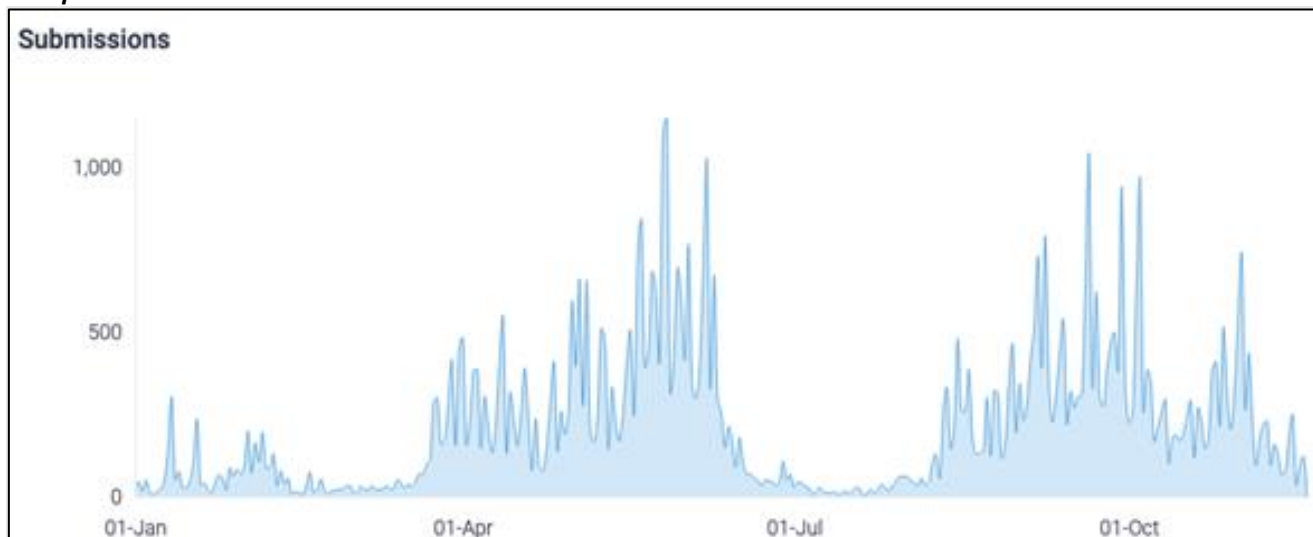
Table 8: Year and data storage

Year	2016	2017	2018	2019
Data	426 GB	651 GB	970 GB	793 GB

4.1.5 Turnitin – Plagiarism Prevention, Advanced Grading and Feedback Tools

This year has seen a heavy focus on Academic Integrity and avoiding Plagiarism is a major part of this. In 2019, there was a slight increase in Turnitin submissions, particularly in the second half of the year. This shows greater engagement with the similarity report by both staff and students. Over 68,000 reports were created across the schools this year. (See Graph 8).

Graph 8: Turnitin Submissions 2019



4.2 Key Focuses and Triage Support Provision

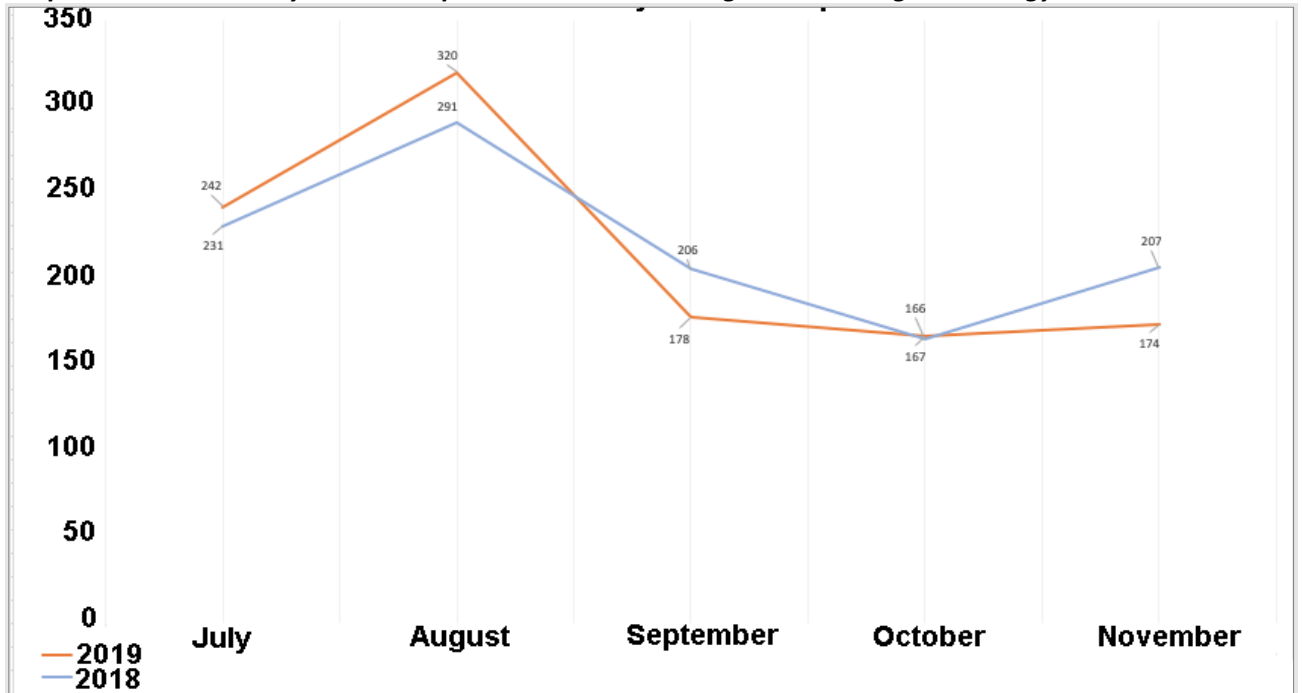
The LTTs support team consists of two full time and two part time (0.5) roles servicing Mt Helen, Churchill and Berwick campuses. Individuals are also assigned to school support teams and spend one to two days co-located within the schools. The physical presence of staff within school buildings has proven very successful in fostering and cementing relationships within the schools through closer access and engagement with staff.

This new model of embedded staff has resulted in the following initiatives over the past twelve months:

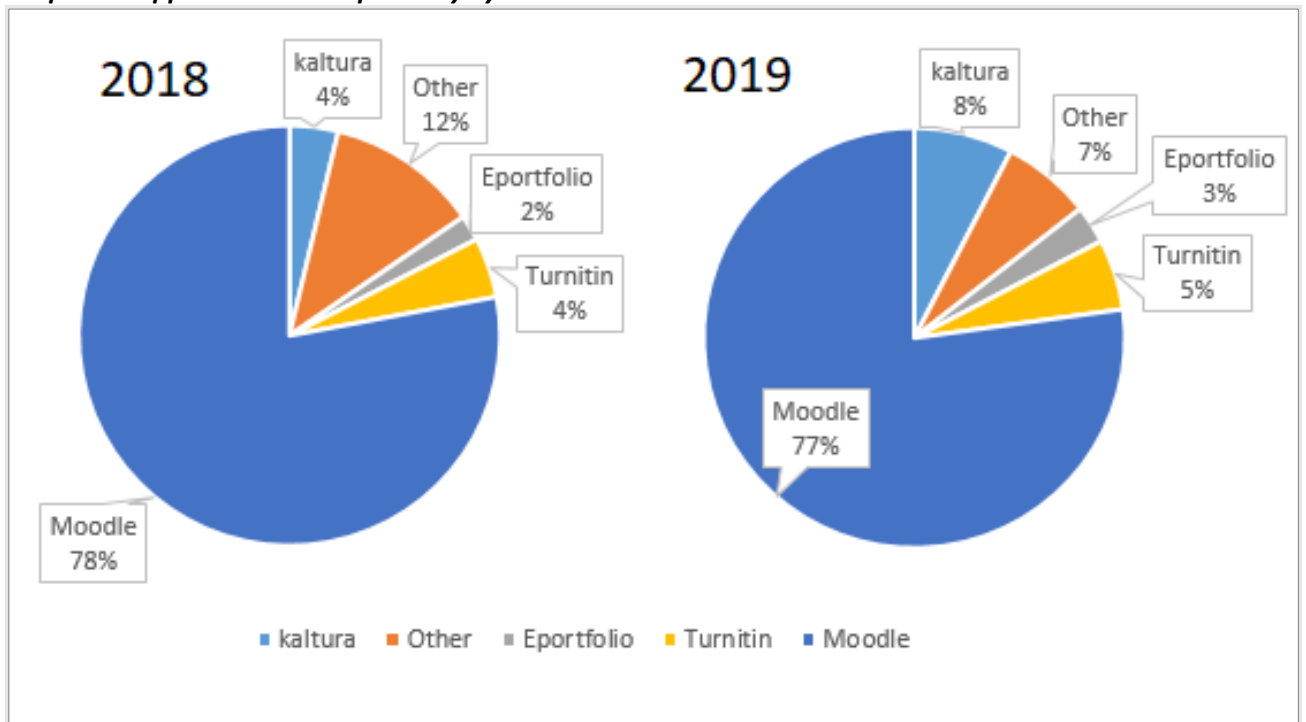
- Development of a mobile accessible database for the collection of field data by students
- Improvements to the Teaching Team block
- Implementation of simplified and more focused tours
- Addition of group name pre-sets and group chat in the Group Self Select module
- New styling of the Moodle dashboard notifications
- Revised Course Menu bar
- Redesigned and simplified instructional ‘tours’

During the first six weeks of Semester 2 2019, job requests continued to rise. However, after discussions with the Service Desk, we were able to alleviate some of this load through a triage service and by resolving more basic tasks at the Service Desk level. This is reflected in the noticeable decline of service tasks logged (See Graph 9a and 9b). However, the overall time spent addressing task remained high, as more complex tasks generally require a longer time to resolve.

Graph 9a: Total Monthly Service Requests linked to Learning and Teaching Technology



Graph 9b Support Service Requests by System



4.3. Learning and Teaching Technology Support Team Strategic priorities

As the Federation University's learning technology suite is now quite established, priorities for 2020 are focused on evaluating and benchmarking existing technology, with a focus on improving the user experience when using those tools. Key strategic goals for the LTTS team centred on the university strategic goals of student success, teaching quality and creating positive staff and student experience: These include:

1. Improvements in Virtual Classroom options

Play a significant role in the review the Virtual Classroom environments and work collaboratively with ITS in exploring best practice by focusing on learning and teaching environments. Members of the team are working with the Connected Classroom enhanced Learning (CCeL) initiative which is exploring technology and facility upgrades across the campuses

2. Upgrade of the ePortfolio system Mahara

Explore options to improve the staff and student experience with this portfolio platform and improve its functionality

3. Staff and Student Support Resources

Rework support resources and how-to documentation for the LMS to improve point of use support

4. Enhance opportunity to utilise rich media

Implement, develop and support rich media and activities using H5P

5. Assignment Module Improvements

Improve the user experience through the redevelopment of the user interface, commencing with the Assignment Module.

4.4 Learning Content Development

CLIPP’s Digital Production team provide support to schools in two main ways:

- Develop graphical elements to enhance course material
- Enhance course materials, producing high-end animations, or shoot and edit promotions seen by external audiences

4.4.1 Digital Production (Video): Project - Simulated Street Project (TAFE)

The Digital Production Team have been busy this semester collaborating on a major learning content project with Federation University TAFE (Health), Federation University ITS, Department of Education and Training and the Federation University VET Practice Unit. This project will allow students to explore a fictional regional village and its residents using custom map navigation tools and innovative interactive video technology. (See Figure 5 and Figure 6 for Info data).

CLIPP have produced a number of similar digital narrative film shoots previously. We carefully mitigate risks through many months of pre-production planning, scope & analysis, script breakdown, casting, logistics, props, location setting, scheduling and budgeting. It is a lengthy process and we have successfully co-ordinated and delivered these major projects on budget and on time.



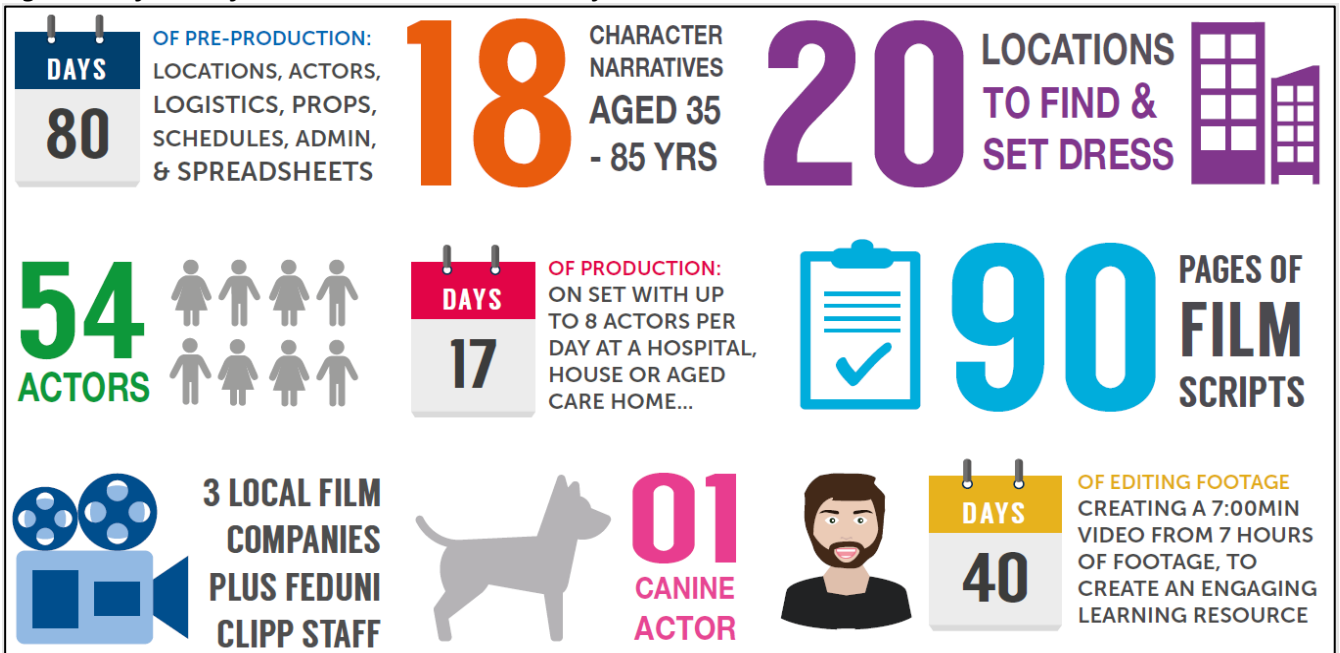
CLIPP Producer, Jaimee Westin with Kim Pappaluca; playing a patient (extra) on set.

Figure 5: Actors on set with camera man



Attribution: Film icon - Designed by gstudioimagen / Freepik | Dog icon - Designed by Freepik

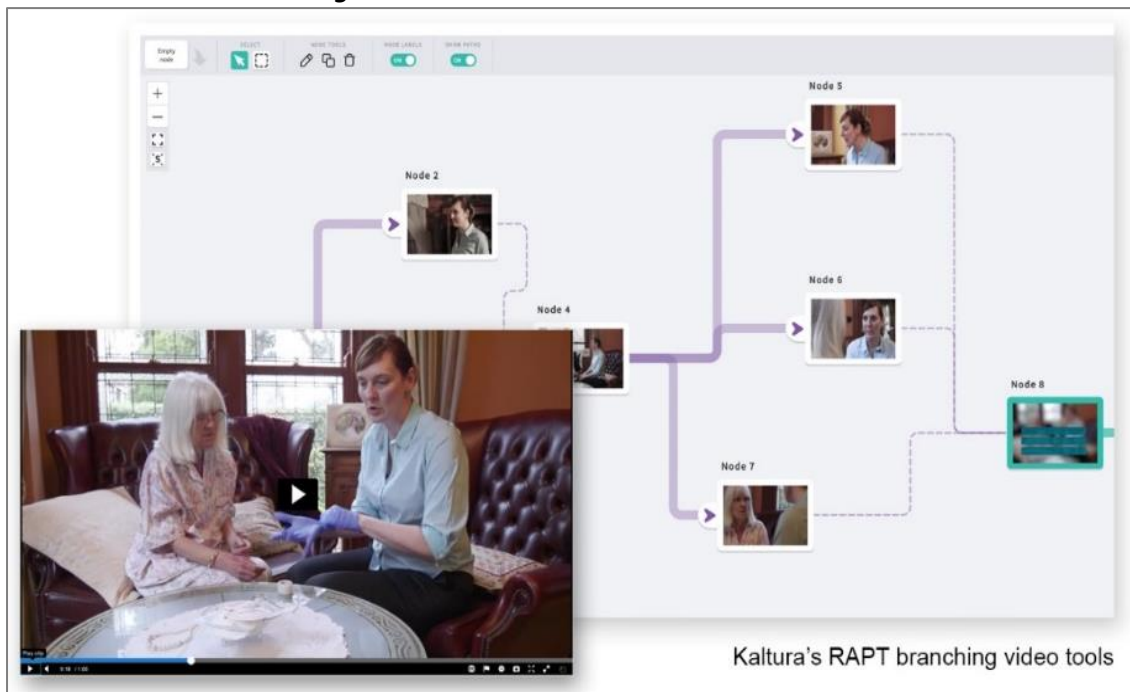
Figure 6: Info data from the Simulated Street Project



4.4.2 Branching Video within the Moodle platform:

This branching video tool allows user controlled navigation as the action unfolds, and the learner must respond to relevant questions to progress through the unfolding stories. (See Figure 7).

Figure 7: Kaltura's RAPT branching video tool



4.4.3 Digital Production: Graphic Design

The Digital Production team have the skills to create high quality designed learning and teaching material to enhance student knowledge & understanding. Services include flowcharts, illustrated diagrams, posters, flyers or graphics for use in Moodle on a specific concept. From June to December 2019 there have been 256 jobs completed. For assistance, please contact Jaimee Westin on j.westin@federation.edu.au. (See Figure 8, 9, 10, 11, 12 & 13 for examples).

Figure 8 & 9: Federation TAFE - Hairdressing Learner Guides

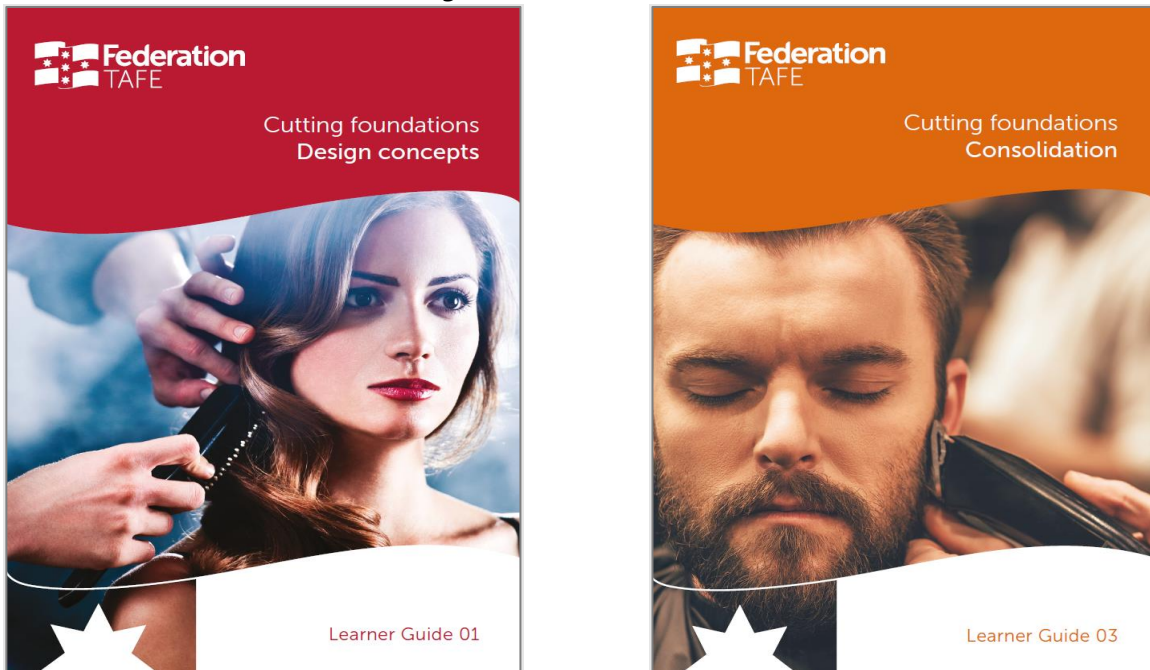


Figure 10: CLIPP Website Professional Learning Modules 2020

COMING SOON...

Professional Learning Modules 2020

Your one-stop-shop for online, self-paced, just-in-time professional learning modules to support quality learning and teaching practices.

Induct
Enable
Enhance
Advance
Excel


Offered in a range of levels to accommodate diverse learning needs:

- Induct** (eg: understanding a student-centred approach to learning)
- Enable** (eg: designing your online learning space)
- Enhance** (eg: group work and peer-assessment)
- Advance** (eg: researching your learning and teaching practices)
- Excel** (eg: the value of applying for a learning and teaching award)

Time allocation: No more than 60 minutes per module
Authors: Learning and teaching experts from across the University

More information: Contact Tulsa Andrews - Manager, Academic Enhancement, Centre for Learning Innovation and Professional Practice (CLIPP) on (03) 5327 9654

Stage 1 Release date: January 2020
Stage 2 Release date: July 2020



THEMES COVERED

- Teaching Administration
- Learning
- Assessment
- Design
- Development
- Facilitation
- Feedback
- Monitoring
- Evaluation
- Researching L&T
- Reward and Recognition

Figure 11: Learning and Teaching Showcase flyer

Federation University

Learning and Teaching Showcase 2019

Impact, efficiency, sustainability for Learning and Teaching

This event is an exciting opportunity for staff to inspire each other and share innovative practices in learning and teaching.

Thursday 7th November
LIVE at the Berwick campus
9:15am - 3:00pm

Register to attend

To select and register for sessions via Moodle and find out more information, please visit:
federation.edu.au/lt-showcase

Figure 12: SWOTVAC Super Study Day flyer

Join us for SWOTVAC Super Study Day!

- Free lunch
- Free petting zoo
- Mock exams
- Study hints & tips
- Advice on wellbeing
- And much more!

Wednesday
12th June 2019
10am - 4pm

Berwick, MTH, Gippsland & Online

Register to keep up to date and be in the chance to win!
www.surveymonkey.com/r/9YGBX37

Federation University

More Information:
email: sss@federation.edu.au
web: federation.edu.au/ssss
phone: 1800 333 864

Figure 13: CLIPP Learning and Teaching Professional Development flyer

Learning and Teaching Professional Development

Brisbane campus
29th, 30th & 31st October 2019

PROGRAM	ACADEMIC INDUCTION PROGRAM	L&T TECHNOLOGY BOOTCAMP	BEING A SESSIONAL AT FEDUNI
DATE	TUESDAY 29th OCTOBER 2019	WEDNESDAY 30th OCTOBER 2019	THURSDAY 31st OCTOBER 2019
TARGET AUDIENCE	All new teaching staff Those who have not attended an AIP workshop before *Sessional staff are paid to attend	All new teaching staff Anyone who would like a refresher	Existing teaching staff Anyone really
ATTENDANCE	MANDATED as per University Probation Policy	Highly Desirable for all staff	Highly Desirable for all staff
TIME	9:00am - 4:30pm	09:00am - 2:00pm (+ optional 2:00 - 3:00pm)	09:00am - 12:30pm
TOPICS	<ul style="list-style-type: none"> • Welcome & introductions • Introduction to learning needs of international students • Introduction to effective teaching practices • Introduction to assessment • Introduction to marking and moderation • Introduction to Moodle • Navigating the AIP Moodle site • Introduction to academic supports • Introduction to professional development • Q&A 	<ul style="list-style-type: none"> • Getting Connected - Introduction to Skype, Adobe Connect and Office 365 • Online assessment and feedback: Options and configuration • Automated formative and summative assessment using Moodle Quiz • Choosing the right tool for the job • Effective use of video in learning and teaching (introduction to Kaltura) • Teaching effectively using Moodle Groups • Using <i>fd/Grades</i> to manage student progress • Optional 1:1 with Learning Designer 	<ul style="list-style-type: none"> • Sessional challenges and opportunities - Moodle, assessment, & communication • Academic integrity & contract cheating • Roles, responsibilities and resources - Software centre, library resources, moderation support • Q&A - opportunity to ask questions on anything else not covered
FURTHER INFORMATION AND REGISTER LINK	Visit the website to register your attendance: Staff > Learning and Teaching > Professional Development > Academic Induction Program	Visit our Moodle page to register your attendance: CLIPP PD Booking Page (Boot Camp) via Moodle	Visit our Moodle page to register your attendance: CLIPP PD Booking Page (School/Campus) via Moodle

Student Academic and Study Support (SASS) Team

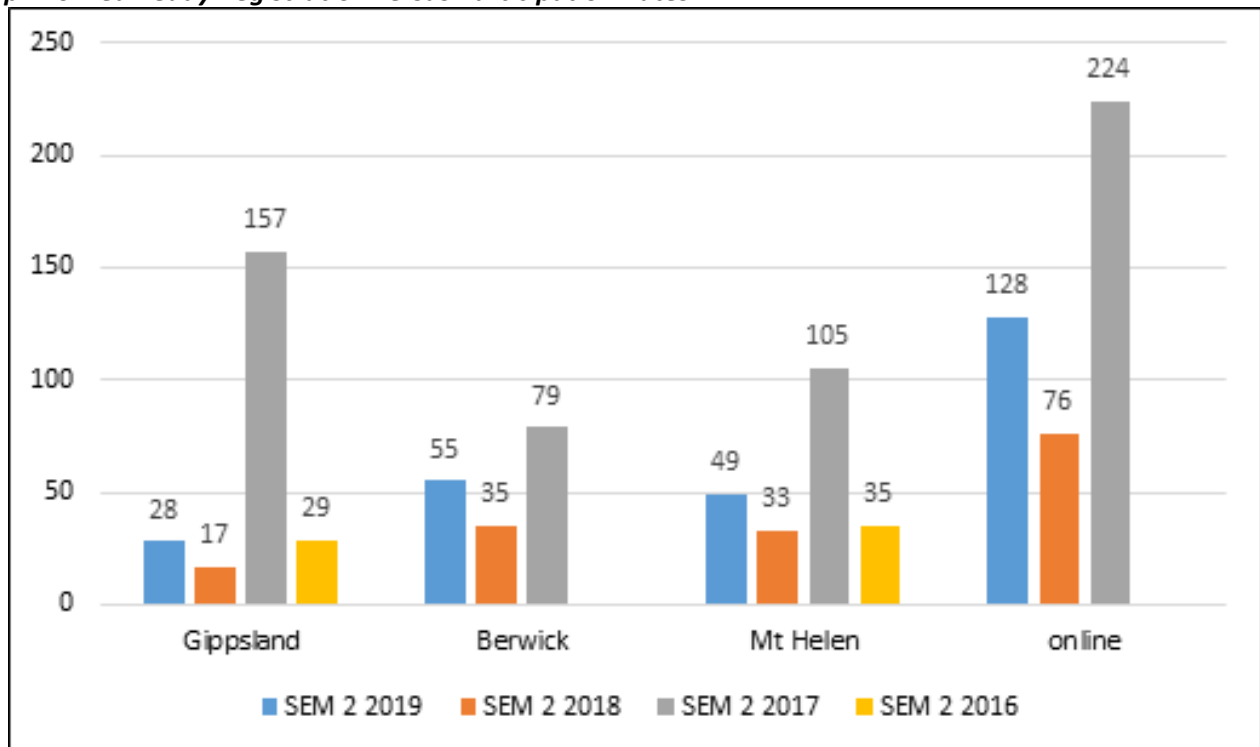
5.1 FedReady

FedReady has been assisting student’s transition to the tertiary academic environment since 2012. In Semester 2, 2019, the program ran at Berwick, Gippsland, and Mount Helen campuses, as well as online (targeting online, flexi and Wimmera based students).

Key outcomes for Semester 2 include:

- There were **260 registrations for all three campuses. This includes online registrations.** (See Graph 10). This is almost identical in numbers to Semester 2 2018. However, **FedReady Online had a 68% increase** in registrations.
- Over both modes of FedReady, 46% of registrants were commencing students, and 54% were existing students. This is a significant change: in 2018, **73% of registrants were commencing students.** This is a result of direct marketing which saw the SASS team target advertising to existing students, including a strong push on social media for FedReady Online. This resulted in **61% of all registrants being existing students.**
- Program evaluation indicated a high degree of **student satisfaction with the content.** Pre and post-surveys for FedReady On-campus resulted in student perceptions of improved self-efficacy related to academic writing and research skills especially. However, the response rate to the surveys was low, particularly with the online participants.
- Consistent with previous years, while full participation rates for on-campus and Online FedReady reflected a decline throughout program delivery, students expressed a preference to attend sessions and actively opt out of others perceived as less relevant to them.
- Course completion for all FedReady Online students was measured using Moodle activity reports. Of the **128 enrolled, 88% engaged with some modules.**

Graph 10: Fed Ready Registration versus Participation Rates



Recommendations for FedReady in 2020 include:

- improving program promotion strategies through central university services
- increasing participation and retention by a structured plan to contact registrants with a reminder email just prior to FedReady commencement, and a phone call during the program
- improve feedback response rates, especially in FedReady Online, through regular prompts from the tutors
- a pilot of a renewed FedReady on campus has been considered at length and development commenced in Semester 2, 2019. It comprises a refreshed three-day pilot to be held on campuses during Orientation week. Online FedReady will remain the same.

5.2 Mentor Program

The Mentor Program supports new undergraduates and their transition to university by providing support from fellow students acting in the role of mentor.

Key outcomes for Semester 2 include:

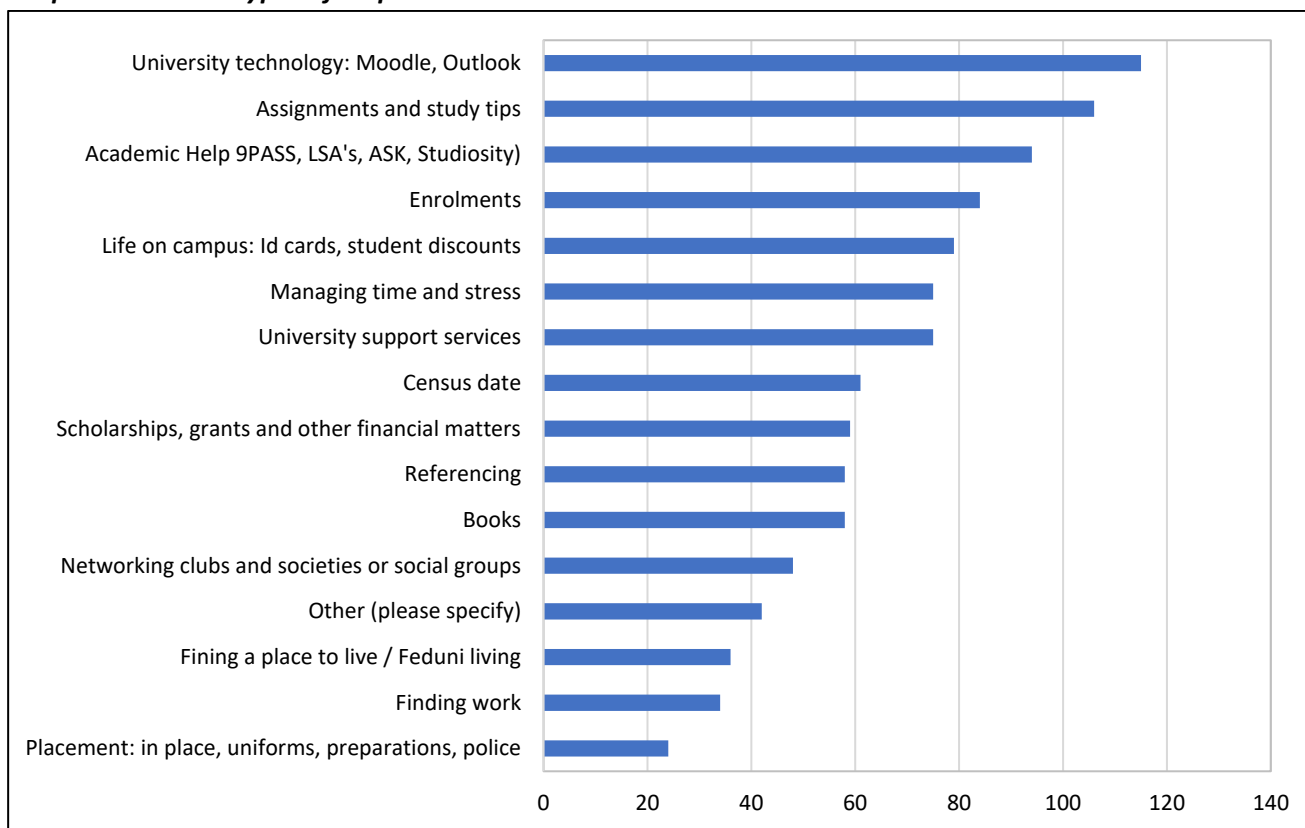
In Semester 2 2019, a total of **870 commencing undergraduate students were offered support by 50 mentors**, and **149 SEIT postgraduates were supported by 3 mentors**. These 3 mentors were funded by SEIT, as current HEPPP funding guidelines do not allow for postgraduate support. All mentors were high achieving Student Leaders chosen from the Semester 1 2019 pool of mentors. **535 students directly interacted with their mentors** resulting in a **total of 3227 unique mentor-mentee interactions from O-Week through to week 5**.

The number of interactions between students and mentors was highest in week one, then steadily declined for the following weeks as students became more comfortable with their transition to university. The most common enquiries were related to technology, study tips, where to find academic assistance, and enrolments.

Mentors were allocated based on enrolment numbers with an **average group size of 8.5** people allocated to each mentor, which was a significant improvement over 2018's average group of 18.

During O-Week and week one, Mentors highlighted that the majority of questions were related to visas, enrolments, finding accommodation and employment. Conversely, interactions during weeks three, four and five centred mainly around the use of technology (Outlook, Moodle, Word, Mahara), assignments, and obtaining academic assistance. Graph 11 outlines the number of enquiries by type over the six weeks. Overall, university technology saw the highest amount of assistance required. This was closely followed by Assignments and Study tips, then referrals to other SASS programs such as PASS, LSAs, ASK and Studiosity. (See Graph 11)

Graph 11: Mentor Types of Enquiries



Of the 870 commencing undergraduates in Semester 2, 29% were international students. Of the 618 commencing domestic undergraduate students, 59% interacted with their mentor, while 67% of the 252 undergraduate international students interacted with their mentor. This indicates that international students rely slightly more on their mentors than do the domestic students.

As part of the evaluation of the mentor program a survey is sent to all commencing students who had access to a mentor in Semester 2. A survey is also sent to the Mentors. This is used to further develop the program and address common issues. Feedback from students on having a mentor during this period included”

- “You didn't feel isolated”*
- “Having someone check in with you, and look out for you”*
- “Someone I can communicate with when I need help”*
- “Easy to reach in case of difficulty especially when you are new”*

Recommendations for the Mentor Program in 2020 include:

- endeavour to recruit more effectively within targeted programs, especially Nursing
- increase online recruitment of Nursing and SEIT mentors
- boost online mentor support
- increase communication with School ADTQs and interested academic staff.

5.3 Peer Assisted Study Sessions (PASS)

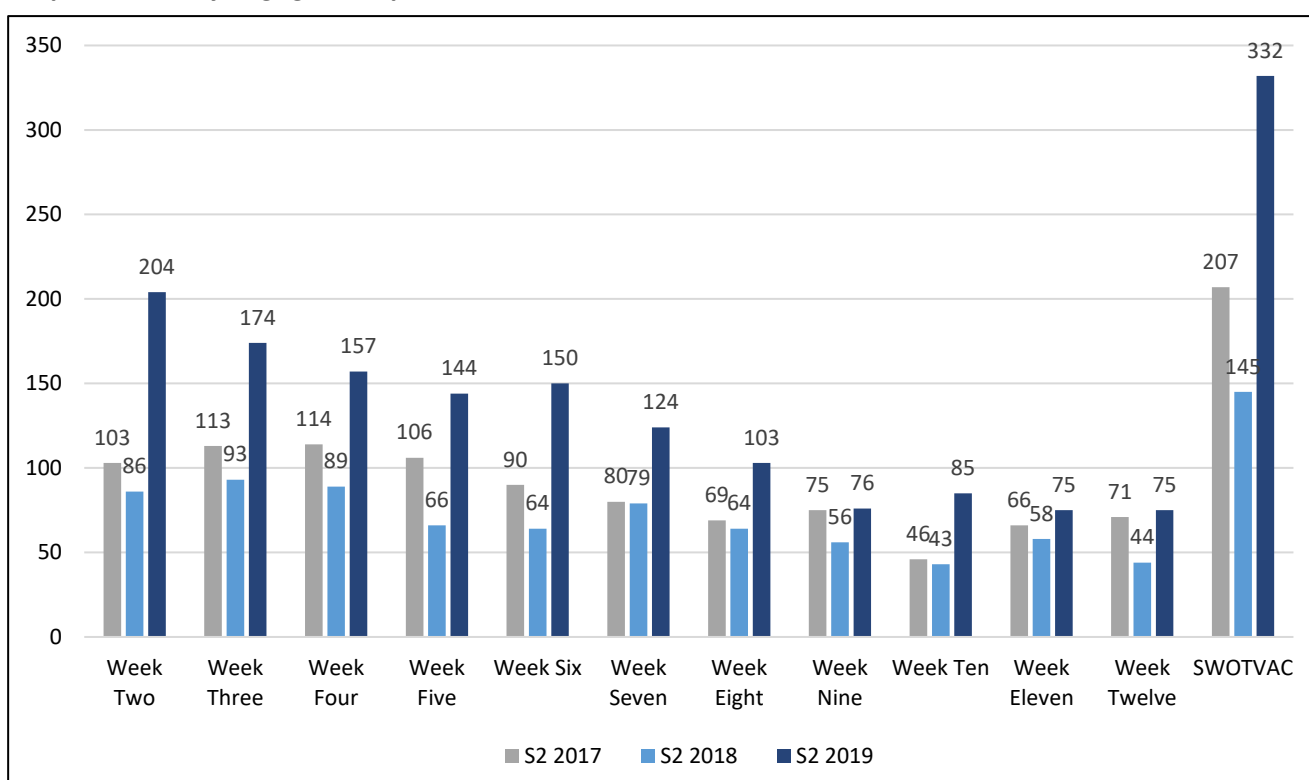
Peer Assisted Study Sessions (PASS) offer a fun, informal study environment for students. These sessions are facilitated by experienced students (PASS leaders). PASS is usually attached to courses that can be challenging for students.

Key outcomes for Semester 2 include:

In Semester 2 2019, PASS supported 17 subjects, up from ten subjects in Semester 1 2019. A total of **502 students accessed the program 1699 times**. HEALTH1112 had the highest attendance, with 46 per cent of individual students in attendance over Semester 2. This was attributed to running three sessions per campus and two online each week. This enabled the large student cohort more opportunity to attend. **Additionally 21 per cent of overall attendees were international students.**

Although there was less overall attendance than Semester 1, there was a higher number of students who attended 5 plus subjects (2% more). Furthermore, attendance was higher than Semester 2 2018 and Semester 2 2017, indicating there is growth in the PASS program across the campuses. (See Graph 12).

Graph 12: Weekly Engagement per Semester



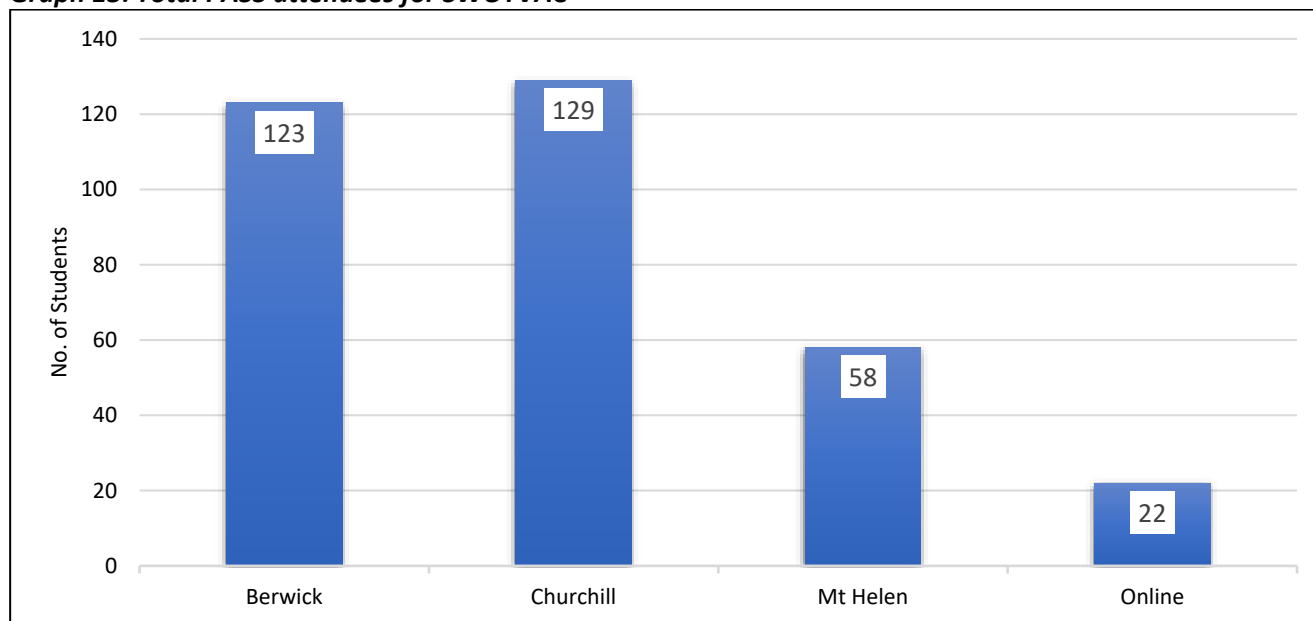
There were **62 PASS Leader positions** which amounted to **2805 hours of work for undergraduates**. This was a **30% increase** in employment hours from Semester 1.

Prior to Semester 2, each returning PASS leader attended a full day Professional Development session and new employees attended the two day Practical Recruitment and Employment Program (PREP).

When recruiting in Semester 2, SASS liaised with academic staff and schools to obtain recommendations for targeted recruitment. As a result, the majority of the new PASS Leaders were recruited as a result of these endorsements. Additionally, the growth to the subject offerings was a direct result of communications between SASS management and ADTQ's. This ensured the subject offerings were representative of the school needs. Seven new subjects were subsequently added to PASS.

SWOTVAC was held at the end of Semester 2 with a total of **332 students in attendance across nine subjects** at the Berwick, Churchill, Mt Helen and Online Campuses for the SSDS, as outlined below. (See Graph 13)+.

Graph 13: Total PASS attendees for SWOTVAC



The PASS Program in 2020 will:

- continue to liaise with academic staff about suitable PASS leaders and directly target those students for recruitment
- continue to communicate with all relevant academic staff
- deliver in early 2020, a PASS promotional talk at each campus to academic and relevant support staff within Schools. This talk will promote the PASS program and detail how academics and school support staff can support the program.
- offer additional HEALTH1112 PASS sessions, three times per week on campus and twice a week online
- add additional nursing subjects to the PASS subject offerings, e.g. NURBN2012 & NURBN2016
- offer an Education School specific PASS program
- monitor attendance throughout the semester to reduce drop off and take action to boost attendance where needed
- develop a communications plan, to ensure students are aware of PASS and how to access it
- work closely with CLIPP school service teams to improve attendance
- liaise with CLIPP Learning Designers and use them as conduits to schools.

5.4 Academic Skills and Knowledge (ASK)

The Academic Skills and Knowledge (ASK) Service gives Federation University students access to peer academic support and service referrals. The service is offered at four campuses: Berwick, Camp Street, Churchill, and Mount Helen, as well as by phone and email, from Orientation in February to SWOTVAC in November.

Key outcomes for Semester 2 include:

In Semester 2 2019, the ASK service operating hours were similar for Berwick, Churchill and Mount Helen, but the Camp Street hours revolved around scheduling of classes as well as students' and Student Academic Leaders' (SAL) availability.

Key Items for Change

- Semester 1, the ASK service operated at each campus for a trial period rather than being administered centrally. This devolved model was consolidated in Semester 2. This approach appears to be the most effective way to operate the service and ensures SALs are supported adequately by the LSAs and program teams. With regard to SAL feedback, campus-based meetings with SALs highlighted the value of focusing on campus-specific issues.
- The Semester 1 ASK report, indicated that Berwick SALs experience specific challenges requiring significant time management of demanding students, especially those with English as an Additional Language (EAL). The Berwick SALs are keen to establish clear protocols around how much time is spent with students and how to manage highly anxious students. These protocols will be explored in SAL training in 2020.

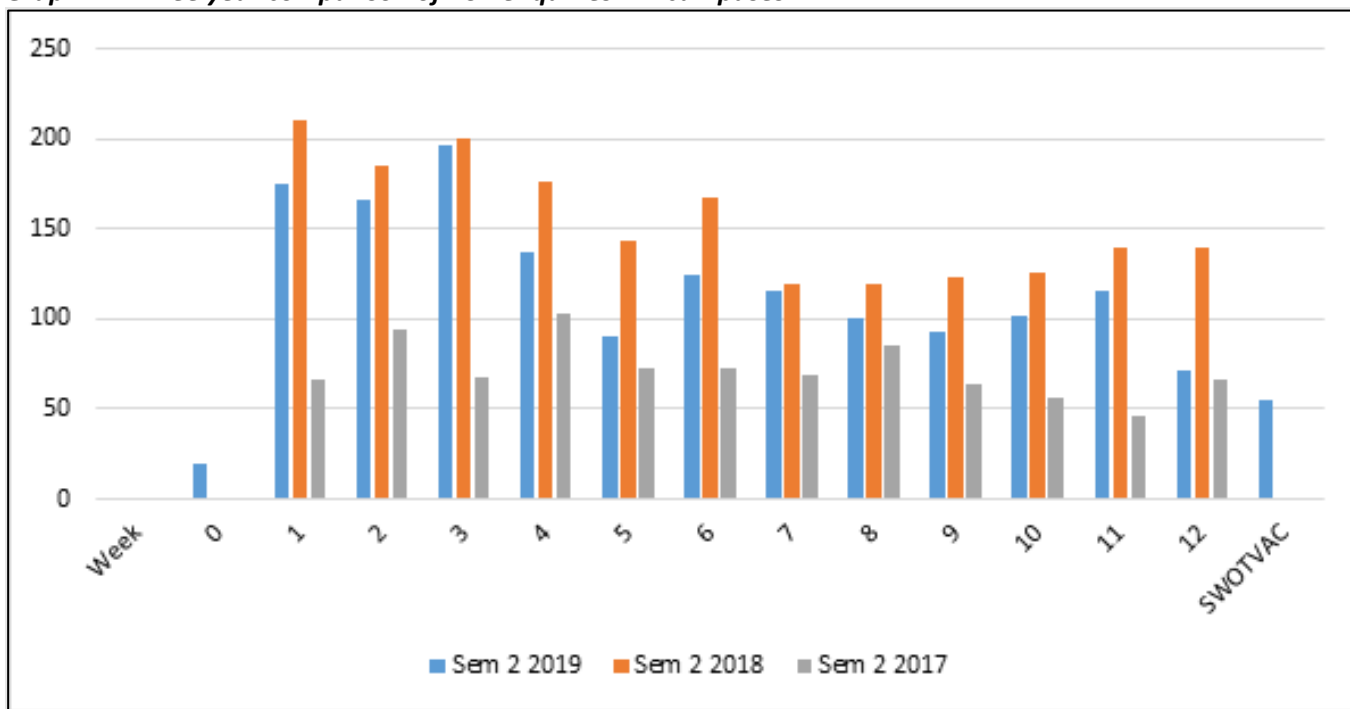
Key statistics for Semester 2, 2019

- There were **18 SALs employed in Semester 2**.
- During Semester 2, 2019, **1,563 enquiries** were made through the ASK Service across the university. By comparison, there were 1831 enquiries made during Semester 2, 2018, demonstrating a 15% decrease compared to the previous year. Berwick experienced the highest demand for the ASK service of all campuses (54% of all enquiries). Churchill campus had a marked increase this year (27%) compared to Mt Helen, which experienced a dramatic drop in enquiries (-60%). This could be partly attributable to the less visible desk location.
- The most popular method for accessing the ASK Desk for all students was in person on campus, constituting 89% of all enquiries. Roaming accounted for 4% of queries followed by email (3%) and phone (2%).
- 85% of queries were answered immediately by SALs. Referrals to other services appear to be comparable per campus and represented 12% of all query responses.
- The most common types of queries related to assistance with IT or technical issues (16% of all queries). This does not include printing assistance, which was the third most common enquiry. The 'Other' category is over-represented in the data (15%) and this will be investigated to provide SALs clarity for accurate recording of data. Excluding the "Other" category, the top four ASK Desk queries relate to practical issues and referrals (i.e. Library and Support Services queries combined = 17%).(See Graph 14)

Recommendations for the ASK Program in 2020 include:

- Review LibAnswer query fields prior to 2020 to ensure they reflect the types of student queries more accurately and prevent the over-representation of 'Other'. Training in data collection will be addressed through SAL feedback, and at training in 2020.
- Develop clear processes and allocate certain functions for email and phone queries. The ASK Coordinator will meet with ongoing SALs to discuss these processes and potentially allocate functions to other campuses to avoid inconsistencies.
- The ASK Coordinator will discuss the location of the Mt Helen ASK Desk with Library management to determine a more visible alternative.
- A review of service evaluation will be conducted in 2020, including obtaining direct and immediate feedback from users of the ASK desk.
- Promotional strategies will be reviewed including social media promotion of the ASK service.
- Berwick SALs experienced challenges in relation to management of demanding students; this will be explored at ASK training in January 2020.

Graph 14: Three year comparison of ASK enquiries. All campuses



5.5 Studiosity

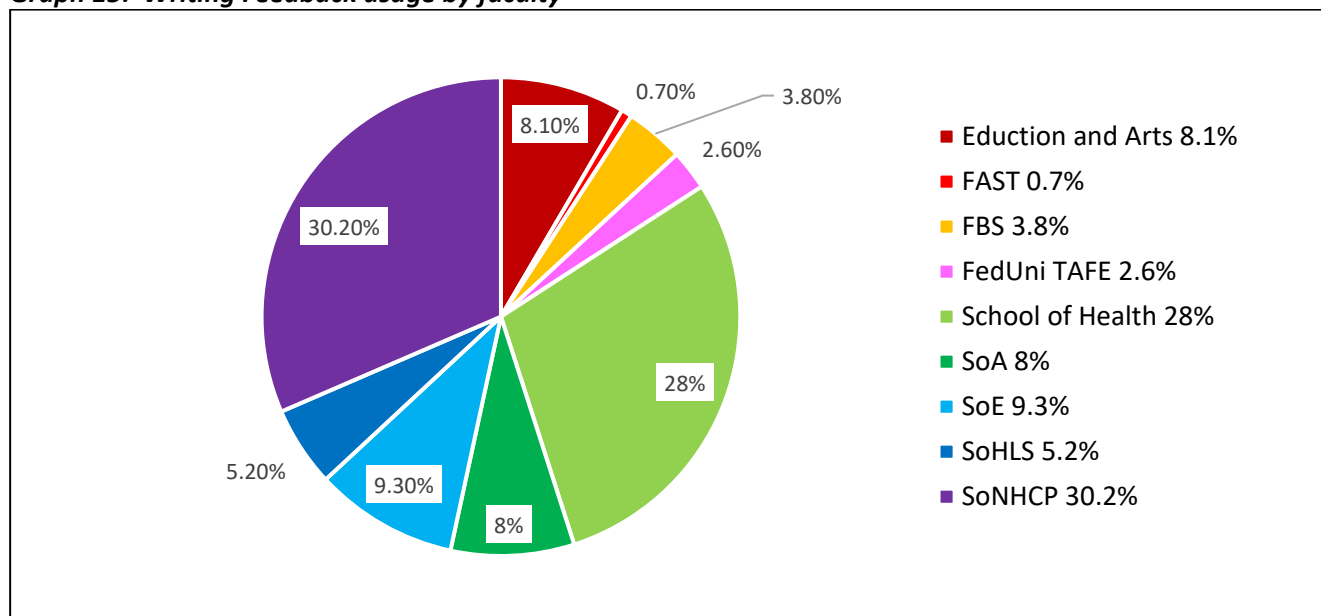
The Studiosity service has been available at Federation University since 2016 (four years). Data provided by Studiosity confirms a significant need from students for just-in-time support, as distinct from the academic support services provided on-campus during business hours.

Key outcomes for Semester 2 include:

In 2019, Studiosity tutors responded to **3,964 requests** for support, predominately from undergraduate students, which was an increase of over 1,000 on 2018 figures. Of these, **94% sought feedback on their writing** (n=3,733). The remainder engaged with Connect Live, in which students communicate with a tutor via a chat session. The proportion of students seeking live support online decreased from 2018, while there was an increase in requests for feedback on written work. The majority of appointments took between 15 and 45 minutes.

Students in the health disciplines were by far the biggest users of the service, as indicated in Graph 15, with a combined **63.4%** studying programs from the School of Health and Life Sciences and the School of Nursing and Healthcare Professions. Students enrolled in School of Education programs were the next largest cohort seeking support from Studiosity tutors (9.3%), closely followed by combined Education/Arts programs (8.1%) and the School of Arts (8%).

Graph 15: Writing Feedback usage by faculty



Most students who accessed Studiosity in 2019 were first year undergraduates, although second and third-year students are well represented in the data also. This may speak to our method of promotion as much to the level of need in the student cohort.

The student experience is measured through an online survey, delivered via email after engagement with the service. User satisfaction is high, with 95% of students being either 'extremely satisfied' or 'somewhat satisfied', with the help provided by Studiosity.

5.6 Learning Skills Advisors

In Semester 2, 2019 there were 2.4 (FTE) LSAs at Mount Helen campus, 1.6 (FTE) LSAs at the Gippsland campus and an increase to 2.3 (FTE) LSAs at the Berwick campus.

Key outcomes for Semester 2 include:

- Individual consultations with students (undergraduate and post-graduate)
- Embedded workshops (in lectures and tutorials)
- Embedded academic literacy resources and online tutoring (in Moodle shells)
- Postgraduate writing support (in person)
- FedReady program delivery and curriculum renewal
- Curriculum development in collaboration with academics and CLIPP staff
- Ongoing development of online and hardcopy student resources
- Provision of professional development workshops and resources for academic staff
- Input into the university's student retention processes and procedures

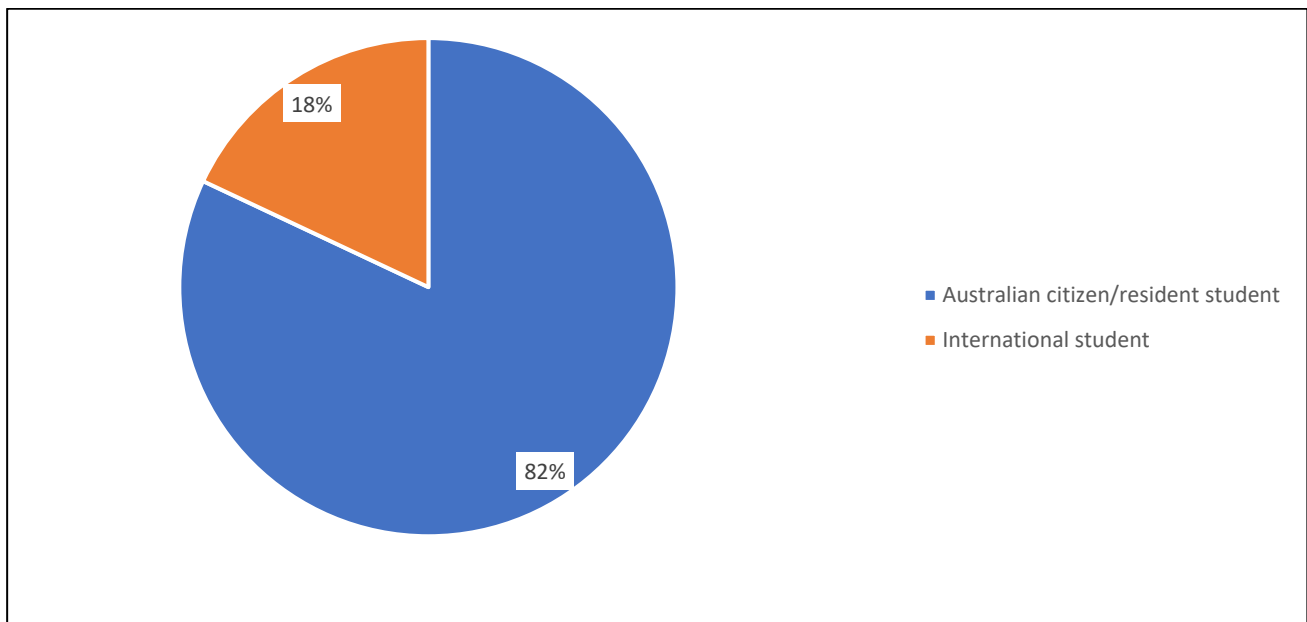
In Semester 2, 2019, **LSAs serviced 1,491 appointments** across the semester, with the majority taking place at Berwick, indicative of rising student enrolments at this location. In fact, total appointments almost doubled at Berwick between Semester 1 2018 and Semester 2 2019, rising from 335 to 604, while Gippsland and Mt Helen campus appointments remained steady across the same period.

In addition to the provision of individual and group appointments in Semester 2, the LSA team also ran Writing Space. This is a drop-in academic support service operating in libraries across campuses. The unscheduled

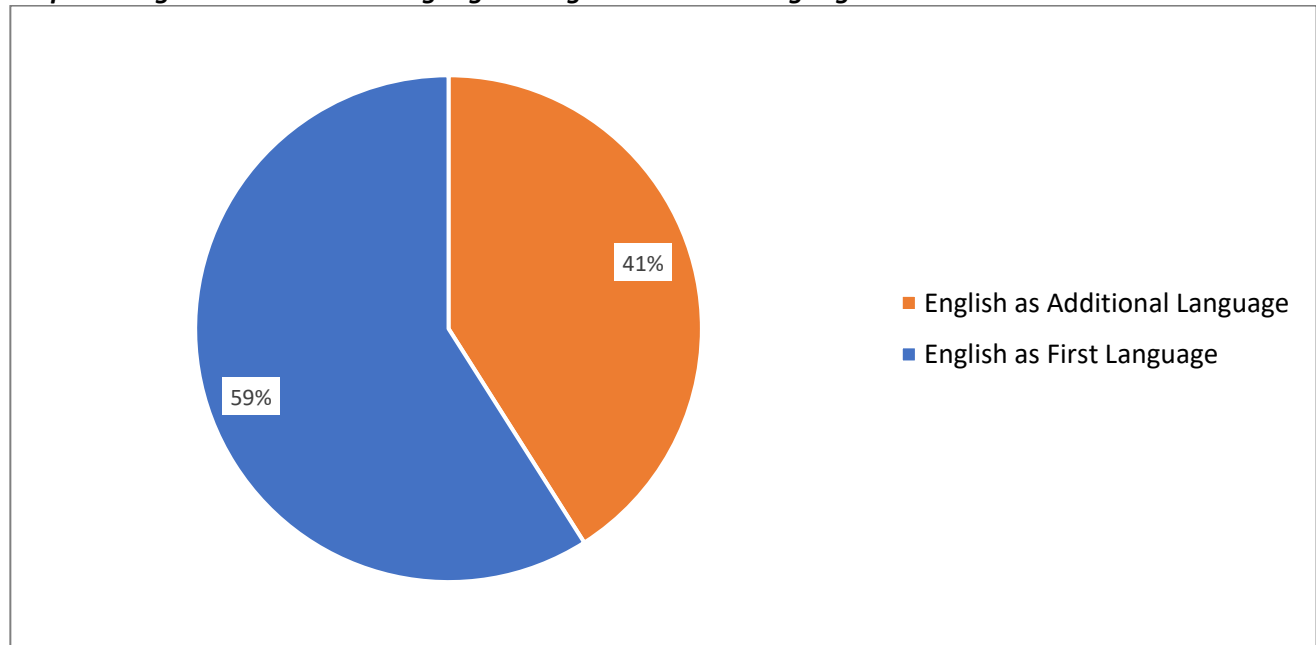
nature of the Writing Space enables LSAs to reach a greater number of students on a given day than would otherwise be possible through one-to-one appointments alone. **Student engagement with the Writing Space more than tripled, rising from 141 students in Semester 1 to 441 in Semester 2**, even though the Berwick Writing Space was only open one day a week until week four.

The majority (82%) of LSA student consultations were with domestic students, while international students made up 18% of consultations. However, as demonstrated by the figure below, a significant number (58%) of domestic students do not speak English as a first language. (See Graphs 16 and 17).

Graph 16 Domestic vs International students overall



Graph 17 English as Additional Language vs English as a First Language



Further, it is clear from the figures above that when comparing campuses, Berwick serves the highest number of students for whom English is an additional language (nearly 40%). This student cohort can range from students who are Australian born and/or schooled locally, are fully bi-lingual and whose writing is of a similar standard to native English speakers, through to adult refugee background students who may not possess literacy in their mother tongue and whose spoken and written English needs significant development. The language issues for refugee background students are complex and are often linked to low digital literacy. It is therefore imperative that we implement the English Language Support Service slated to be offered next year at the Berwick campus.

Student feedback for the LSAs' work is overwhelmingly positive.

"In Semester One I thought, I don't need help. But in Semester 2 I started using your service and my marks have improved so much." "Thank you for caring about me."

International Student

SASS programs

In Semester 2, the LSA team took an active role in supporting delivery of SASS programs by:

- coordinating Student Academic Leaders (SALs) and the ASK desk;
- observing and reporting on PASS sessions;
- attending SAL and mentor interviews;
- supporting recruitment processes for a range of programs; training SALs, mentors and PASS leaders; and
- collaborating with program officers and coordinators across SASS at all campuses.

Recommendations for SASS Program in 2020 include:

Responding to the needs of English as Additional Language students:

The SASS data shows that close to half of all students who accessed LSA services in Semester 2 were from English as Additional Language (EAL) backgrounds. The complex needs of these students – a large majority of whom are not international students, but domestic – should be addressed by the university in conjunction with the LSA team.

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End of report

Appendix 1

Memo re Request change to the student declaration process