

2019 SEMESTER 1 REPORT

CENTRE FOR LEARNING INNOVATION
AND PROFESSIONAL PRACTICE

(CLIPP)

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CLIPP involvement in university-wide initiatives

The [Centre for Learning Innovation and Professional Practice \(CLIPP\)](#) plays a significant role in learning, teaching, academic professional development and leadership associated initiatives. Each initiative is developed collaboratively and implemented in consultation with key stakeholders. CLIPP staff have contributed to the following initiatives during Semester 1 (2019).

1.1 Federation University's SAGE Athena SWAN Bronze Level Accreditation Submission

The [SAGE \(Science in Australia Gender Equity\) Athena SWAN](#) (Scientific Women's Academic Network) Bronze Level Award submission (March 29, 2019) was led by Project Lead, Associate Professor Nina Fotinatos and Project Officer, Meg Merrylees during September 2017 – March 2019. The outcome of the Bronze Level Award will be formally announced December 2019. Monitoring action plan progression in alignment with the [SAGE Athena SWAN 4 Year Action Plan](#), is being led by Heather Marsh, Manager, Equity and Diversity. For further information regarding Federation University's progression, please refer to the website information: [Link](#)

1.2 Student Retention and Success

In 2015, Council endorsed a major student retention priority for Federation University. The five year university-wide initiative, created a coordinated strategy to minimise program attrition, across all locations and delivery modes. The initial [Student Retention and Success \(SRS\) Plan 2015-2017](#) resulted in a number of successes, including a reduction in domestic attrition between 2015-2017.

In 2018, the [Learning, Teaching & Student Success Plan 2018–2020](#) incorporated Federation University's strategic vision for student retention. Priorities 1 and 2 of the plan focused on student retention and further objectives and milestones are described in the [Student Retention and Success Operational Plan 2018-2020](#) (SRS Operational Plan). Since the Academic restructure, school-focused Associate Dean (Teaching and Quality) (ADTQ) roles continue to focus on teaching quality and student retention.

The **Student Retention and Success Administrative Coordinator**, Kim Ferguson continues to collaborate with university stakeholders to focus on the following key initiatives:

- Contribute to current professional development offerings including Academic Induction Program
- Consolidate and review previous targeted initiatives and increase school-wide awareness, implementation and uptake, i.e. *Academic Progression* and *Student Success Plans*
- Monitor university-wide progression aligned to the SRS Operational Plan objectives and milestones
- Collaborate with the Student Academic Support Service (SASS) team to highlight how existing and new initiatives can further support student engagement in a BOLD learning environment

1.3 Higher Education Academic Promotions Policy and Procedure (Level C, D, E)

Several CLIPP stakeholders were recently involved with the development of the Higher Education (HE) Academic Promotion Policy, Procedure and associated documents. These include the following:

- [HE Academic Promotions Procedure \(Level C, D, E\)](#) (currently under review)
- Learning and Teaching Criteria and Indicators (currently under review)
- [Teaching Expectations \(Part A and B\)](#) (already available)

1.4 Higher Education Assessment Policy and Procedure Review

CLIPP have played an integral role in reviewing assessment design within the HE Assessment Policy (LT1302) and Procedure (LT1254). Tulsa Andrews has led CLIPP involvement as part of a sub-working party. Revised documents are student-centred, contemporary and describe evidence-based practices for quality assessment design and implementation. In addition, two **Supplementary Guidelines** have also been rewritten for the current learning and teaching climate and context:

- **Learning Outcomes and Assessment:** A support resource to construct Course Outline documents (Currently under review)
- **Student Workloads:** A support resources to construct Course Description documents (Currently under review)

1.5 Academic Research Mentoring Program

Late 2018, the Vice Chancellor and President, Professor Helen Bartlett and the Professoriate Committee (Level D and E academic staff community) endorsed a pilot program focused on building academic research capability across the university. The [Academic Research Mentoring Program \(ARMP\)](#) pilot initiative is being led by Associate Professor Nina Fotinatos in consultation with the ARMP working party. This pilot will run from July to December 2019 and provides targeted research development by pairing Level B, C and D academics with members of the Professoriate (Level D and E). There are currently **19 mentors and 26 mentees** engaged with the pilot program. Program effectiveness and impact will be evaluated during September and December.

1.6 Updated BOLD Learning and Teaching Practices Releases (Version 2.0)

The [BOLD \(Blended Online and Digital Learning\) Learning and Teaching Practices \(V2.0\)](#) (**Appendix 1**) were revised to improve clarity and the end-user experience. Revisions were based on user and committee feedback. The CLIPP team are currently in the process of developing a Moodle course, which contains exemplars linked to practice criteria and associated support materials for staff. In addition, the CLIPP team are keen to showcase exemplars currently occurring in schools.

1.7 Academic Integrity Module

The [Academic Integrity Module](#) (AIM) module is a student-facing professional learning self-paced tool developed to increase student awareness of academic integrity. Learning Designers (LDs) and Learning Skills Advisors (LSA) continue to encourage school engagement and awareness of the AIM support resource. Von Button (Manager, Learning Design) has played a vital role with disseminating impact and awareness of this module with a range of key stakeholders:

- *International and Partners Committee* (April 12) regarding partner student access and use
- *Quality Services* preparing for relevant TESQA and Higher Education Skills Framework

1.8 Development of Teaching Induction and Support Checklists

New HE teaching staff undertake several induction processes upon commencement at Federation University. The Deans and Directors Committee (Chair, DVCA) endorsed CLIPP to undertake a review of existing induction checklists and consolidate essential information into a single document. This initiative was led by Tulsa Andrews in consultation with VET and HE school and risk, health and safety key stakeholders. These documents provide all new ongoing, fixed-term and sessional teaching staff with essential induction and support information. In addition, the documents provide line managers with guidance underpinning comprehensive induction that empowers successful transition into teaching roles and expectations at Federation University.

- [Ongoing/Fixed Term Teaching Staff Induction & Support Checklists \(Higher Education\)](#)
- [Sessional Teaching Staff Induction & Support Checklists \(Higher Education\)](#)

Academic Enhancement Support

2.1 Professional Development Framework

The CLIPP [Professional Development Framework](#) (Figure 1) provides teaching staff with fundamental and advanced knowledge and skills required to proficiently undertake face-to-face, blended and online teaching within a higher education institution. The image below depicts a model of progression to assist staff navigate the professional development 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: FedUni Professional Development Framework



2.2 Academic Induction Program

The [Academic Induction Program](#) (AIP) is a formalised support program for HE teaching staff, new or returning to Federation University. All staff, whether sessional, contract or ongoing, are expected to complete this 15 hour blended program within their probation period. Two programs were delivered in Berwick, Churchill and Mt Helen and one program delivered in Brisbane and Horsham (Table 1). Key topics include:

- general and specific Federation University learning and teaching practices
- learning technologies to support BOLD initiatives
- support networks available for academic wellbeing and enhancing learning and teaching practices
- support networks available to aid student retention and success

Table 1: Attendance figures

Campus	School							Total		
	SoA	FBS	SoE	SoHLS	SoNHCP	SoSEIT	Other	Sessional	Fixed/ Ongoing	Total
Ballarat	8	0	2	6	1	5	0	14	8	22
Berwick	4	1	3	3	5	3	1	12	8	20
Brisbane	0	7	0	0	0	4	0	10	0	10
Churchill	4	0	0	1	3	3	0	9	2	11
Horsham	5	0	0	0	0	0	0	5	0	5
Total	21	8	5	10	9	15	1	50	18	68

Note: Ballarat includes Mt Helen, SMB and Camp St

“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”

Participant feedback from Semester One, 2019

2.3 BOLD Professional Development Offerings

CLIPP recognises 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 assessment tasks
- Design Designing an inclusive learning journey
- Development Building your online learning space
- Facilitation Engaging face-to-face, blended and online teaching practices
- Feedback Quality feedback for learning
- Monitoring Monitoring engagement and learning
- Evaluation Reviewing for future enhancements

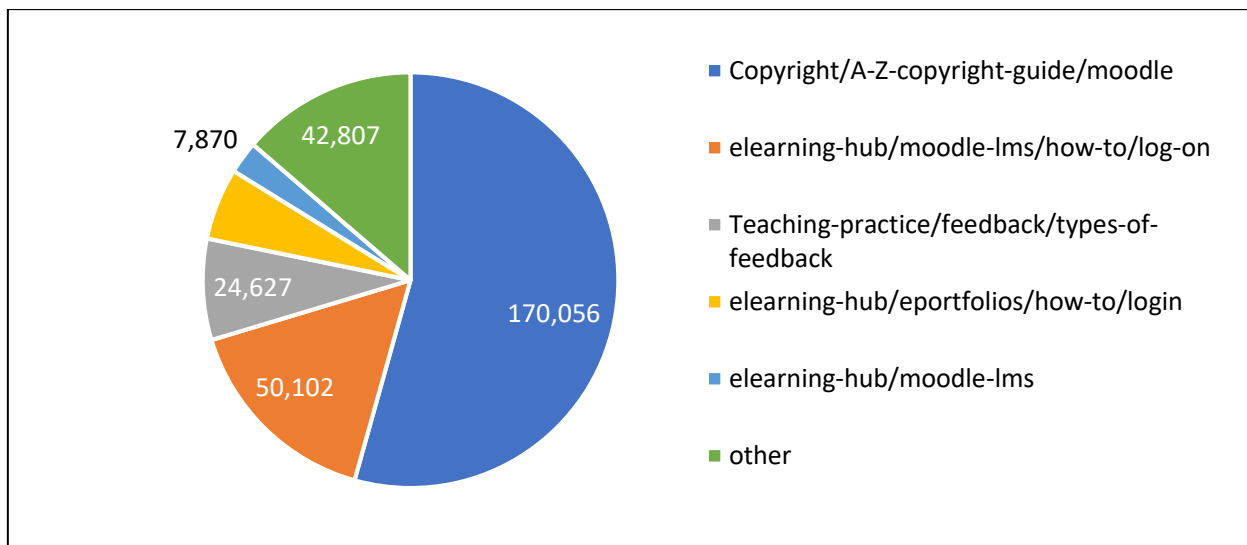
Professional Development is offered in three formats:

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

2.3.1 BOLD Professional Development Offerings | [Resources](#)

Self-paced, online learning and teaching [Resources](#) are readily available to support staff. The CLIPP website was recently restructured under the leadership of the CLIPP digital and graphic production team and ITS. The domains (as listed above) provide logical pathways to access an array of support material. There were **312,943 page views** on the *Learning and Teaching* section of the website. Below is a snap-shot of the five most accessed pages within this resources (**Graph 1**).

Graph 1: 5 most accessed pages within Learning and Teaching section of CLIPP section on website



2.3.2 BOLD PD Offerings | Central

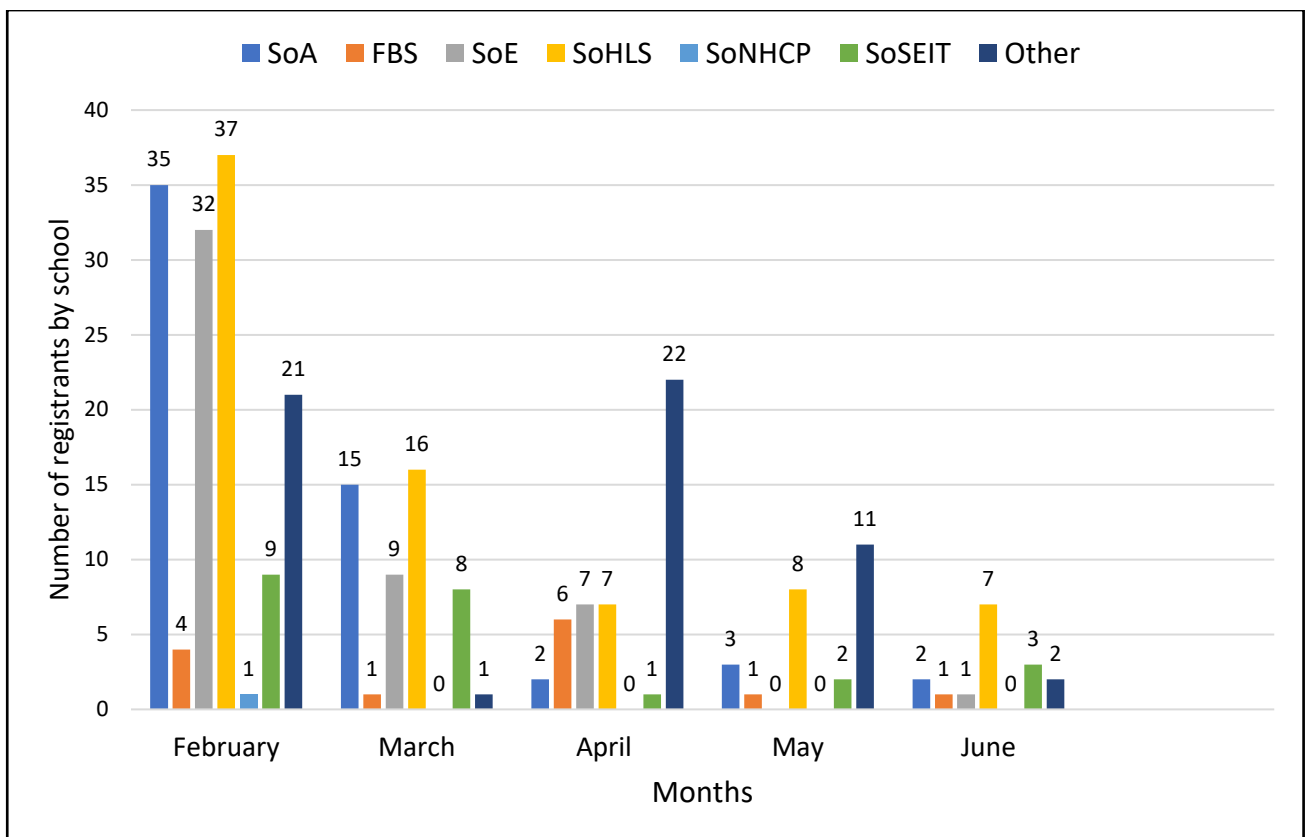
CLIPP offer a range of sessions to support general and specific professional learning needs related to BOLD pedagogy and learning and teaching technologies. These are delivered in the form of webinars and workshops and are facilitated, online and offered quarterly.

- Webinars

Webinars are an online presentation targeted at building capability and encouraging peer discussion and collaboration. The focus of webinars is sharing BOLD teaching practice experiences 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 occasional school academic teaching staff.

A total of 16 webinars were delivered in **Quarter One** (February -12; March - 4) and 12 webinars in **Quarter Two** (April - 4; May – 4; June - 4) (**Graph 2**). School, central and partner provider staff all participated in webinars. A total of **103 participants** register for these webinars, with 22 participants engaging in one session and 55 participants engaging with more than one session.

Graph 2: BOLD Professional Development Webinar Registrants



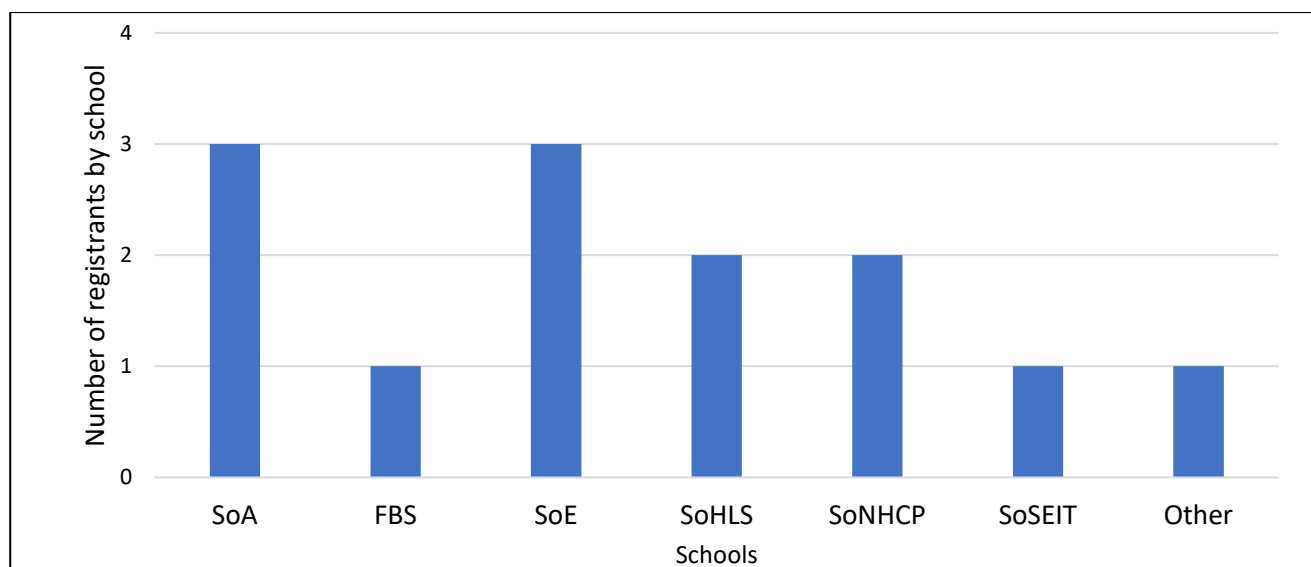
“I found the delivery format works particularly well for me. Being able to tune in from my desk and listen or contribute at will accounted for my learning style on the day. Low pressure, but empowers me to be accountable for my own learning outcomes.”

Participant feedback, April 2019

- [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 focus on designing and developing 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 and Churchill. These workshops target new and current teaching staff. A total of **13 staff** attended these **3 sessions** from a variety of schools (**Graph 3**).

Graph 3: BOLD Professional Development Workshop Registrants (Semester 1, 2019)



2.3.3 BOLD PD Offerings | [School](#)

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

- Assessment Ready
- Moodle Ready
- Introduction to Scholarship of Learning and Teaching (SoLT)
- Applying for a Teaching Award

Sessions were conducted within the School of Health and Life Sciences (SoHLS) and School of Nursing & Healthcare Professions (SoNHP) schools. There were 6 sessions attended by a total of **23 staff**.

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 the tertiary setting. It aims to provide both a theoretical underpinning and practical application of new knowledge, skills and ideas. It also supports the scholarship of learning and teaching (SoLT) through development of professional practice. Current University policy stipulates **50% completion for new teaching staff within the probation period**.

To provide flexible study options and accommodate teaching workloads, the program is offered part-time, online and facilitated in a standard **12-week semester but also an extended 18-week** version for the first course in the program.

This year has seen a full shift away from the traditional Semester One and Two delivery with the program moving to the *Winter* and *Summer* semesters to alleviate the clash between intense lecturing/marking periods and study commitments. 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 five full-fee paying external students in 2019 (**Table 2**).

Table 2: Staff engaged with Graduate Certificate of Education (Tertiary Education)

School	SoA	FBS	SoE	SoHLS	SoNHCP	SoSEIT	Other (inc TAFE)	Total
EDGCT 5007 Tertiary Teaching and Learning (Winter 2019)								
Total enrolled	7	0	0	13	3	8	7	38
EDGCT 5009 Contemporary Issues in Tertiary Teaching (Winter 2019)								
Total enrolled	4	0	0	5	1	5	4	19

“There was a good range of materials and ideas that challenged my thinking about teaching and learning. I liked hearing different points of view in the resources and the challenge to “business as usual”. There were also some good practical resources to prompt thinking about how to implement the ideas presented.”

Participant feedback, EDGCT5007

2.5 Learning and Teaching Scholarship

2.5.1 L&T Scholarship from GCETE participation

As part of the [GCETE](#), the course *EDGCT5010: Tertiary Teacher as Researcher and Practitioner*, encouraged students to engage with the SoLT. The major assessment task of this course requires participants to define a learning and teaching centred research question and produce a preliminary academic literature review. As a result of the intensive expert support and feedback provided, **two graduating students have been successful** with developing their literature reviews further and having them accepted for publication. Congratulations Nicole Coombs and Michael Barbagallo!

- [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](#)
- [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

The [Research into Scholarship of Learning and Teaching](#) Moodle site continues to provide foundational self-paced learning materials for staff (academic, VET, professional, and HDR students) to conduct research into tertiary learning and teaching practices. Continued engagement and recognition of the value of this resource is demonstrated by a **68% increase of staff self-enrolments** in this online, self-paced resource.

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 including academic development, student support services, human resource management, leadership and mindfulness.

Current projects include:

- **Weuffen, S.,** Charchar, F., **Fotinatos, N.,** Harmes, M., & Watson, R. (2019 | under peer-review). Identifying key influencers for successful and timely completion, and targeted career choices, by low-SES Higher Degree by Research (HDR) students studying at regional universities. *National Centre for Student Equity in Higher Education: Student Equity in Higher Education Research Grants Program*. Value of grant: \$40,000
- **Weuffen, S., Fotinatos, N., & Andrews, T.** (2019 | work in progress). *Higher education student mentor program: Analysis of psychosocial benefits and challenges to mentor engagement*.
- **Weuffen, S., Andrews, T., & Roberts, K.** (2019 | under peer-review). How valuable is an academic induction program (AIP): A case study exploring factors enabling supportive university learning experiences. *International Journal of Academic Development*. Federation University HREC Ethics Project Number B18-094.

2.5.4 Vice Chancellor's Learning and Teaching Awards

CLIPP continue to coordinate of the [Vice Chancellor Learning and Teaching Awards](#) and annual Learning and Teaching showcase celebrating innovative learning, and teaching practices across Federation University. The process underpinning the award preparation occurs over four-months. Staff preparing applications are supported by CLIPP staff and other experience mentors who provide one-to-one intensive guidance.

In March and April of 2019, school and department senior leaders were invited to submit staff recommendations with highly regarded exemplary learning and teaching pedagogy practice. A lower number of recommendations were submitted (**n=4**) than previous years. Staff comment on workload and enquiries related to the current promotion processes impacting their decision for current application engagement. Thus far, three out of four staff are progressing with the awards process this year. For further information, please see the following website [link](#)

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.

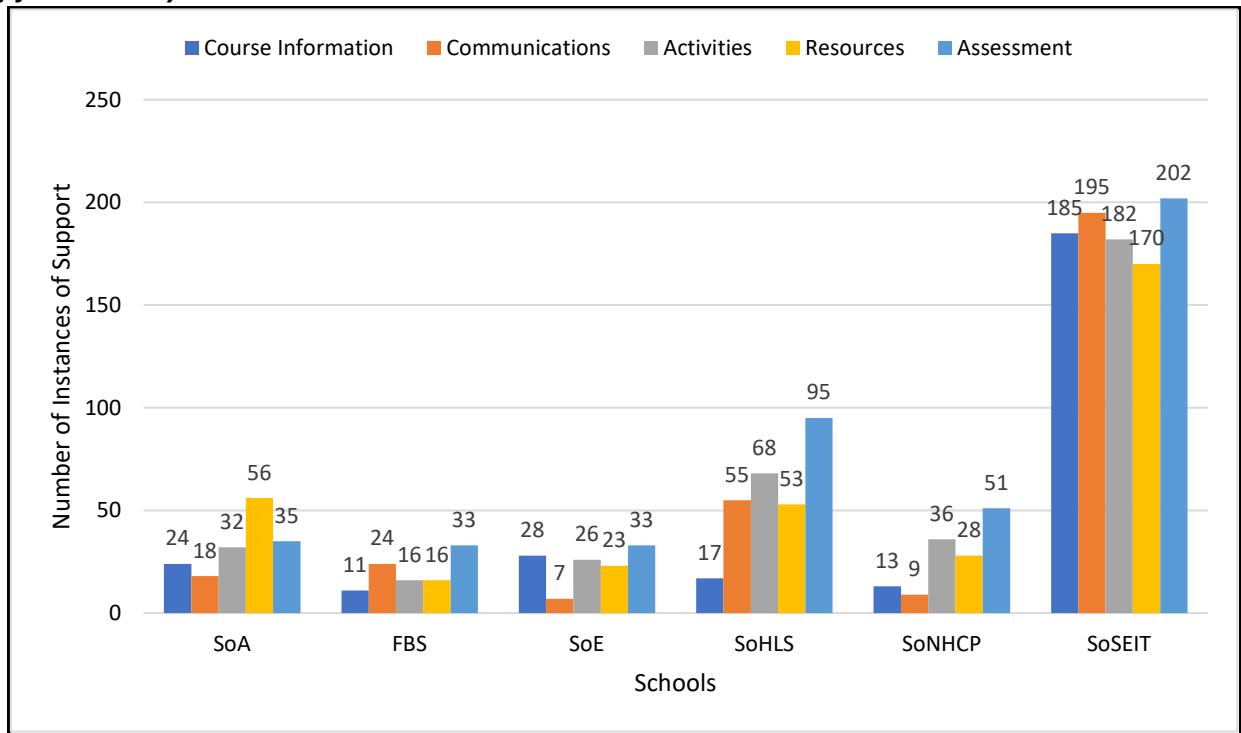
3.1 Just-in-Time Support

Just-in-time support is delivered to individuals or in small group arrangement and often focused on a number of key areas aligned with the [BOLD Learning and Teaching Practices](#). Refer to **Table 3, Graph 4 and Graph 5**.

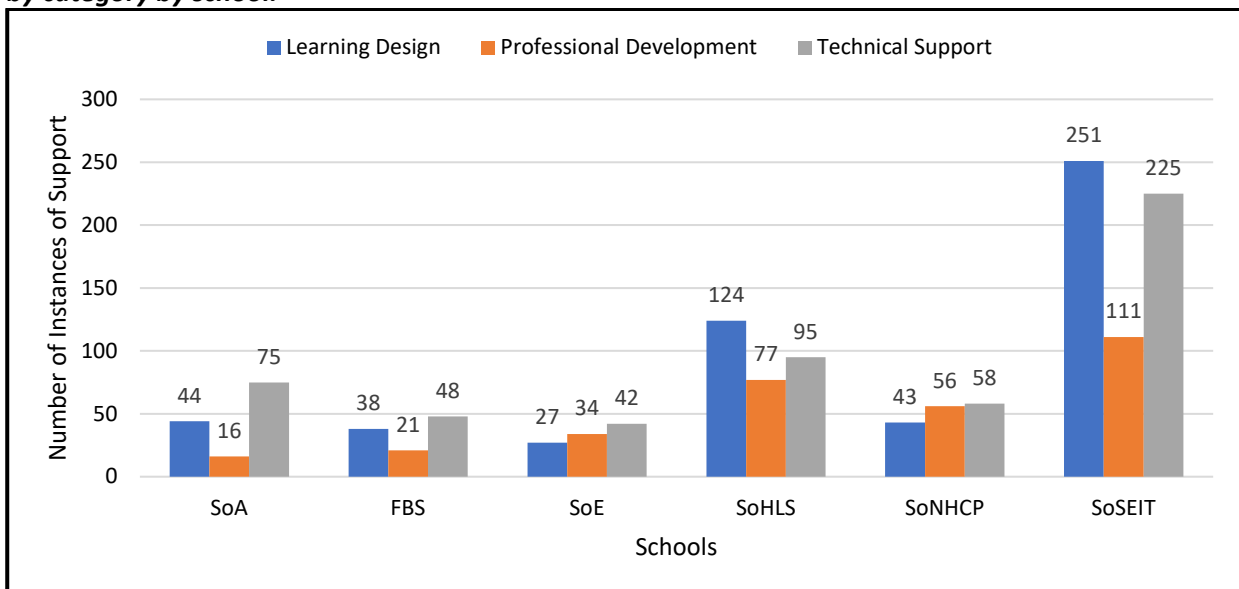
Table 3: Individual or small group just-in-time support (Dec 2018 – June 2019)

School	Instances of just-in-time support provided
School of Arts	67
Federation Business School	41
School of Education	44
School of Health & Life Sciences	189
School of Nursing & Healthcare Professions	98
School of Science, Engineering, Information Technology	111

Graph 4: Just in Time Support – BOLD Learning and Teaching Practices. The number of support instances, by focus area by school.



Graph 5: Just in Time Support – BOLD Learning and Teaching Practices. The number of support instances by category by school.



3.2 Central Projects and Professional Development

As well as providing just-in-time support and facilitating professional development opportunities for staff, CLIPP Learning Designers also contribute to a number of central and school-focused projects that have had a continuing positive impact on teaching quality and the student experience.

3.2.1 Learning Design support with School Course Quality Snap Shot Summaries

As recommended by the DVC Academic, Prof. Andy Smith, each school was requested to perform a **School Course Quality Snap Shot Summary**. This snap shot summary reviewed of approximately ten courses in alignment with the [BOLD Learning and Teaching Practice](#). CLIPP Learning Designers led course data preparation prior to the review and played an active role in advising and reviewing courses (where requested). Summary information has been made available to the DVC Academic, Professor Andy Smith.

3.2.2 School of Arts

Projects

- **Arts Academy:** Three new programs, with new courses, delivered in Semester One. Support provided in course description design, assessment and rubric design, Moodle development and staff upskilling.
- **Bachelor of Human and Community Services:** Major redevelopment of program with all new courses and teaching approach delivered in Semester One. Intensive support provided in developing their 'Active Learning Framework' approach, developing Moodle template, upskilling staff and developing online learning activities.
- **Bachelor of Arts:** Major overhaul of program with many new and redeveloped courses delivered in Semester One. Support provided in moving delivery to a 'flipped classroom' model as directive given to stop delivering lectures. New Moodle template developed.
- **Criminal Justice:** Development of new template and support provided to implement new approach for third year courses.

3.2.2 Federation Business School

Projects

- **Redevelopment of new [MBA \(Masters of Business Administration\) program](#):** This is currently being designed and developed for a target audience of future business leaders. This program is experiential in nature and is aimed at helping students work through ways to solve real-world problems. As such, the [CLIPP School Support Team](#) has been working with all Course Coordinators to design and develop 12 courses that address these issues in a blended teaching and learning model. The MBA program development will be continuing for the remainder of 2019 and into 2020. This project has been heavily supported by the CLIPP Digital Production team including the development of Moodle templates, images, video recordings and learning materials.
- **Integration of Work Integrated Learning curriculum:** Improved integration of materials into all undergraduate courses, across all delivery modes is a priority project for the FBS. The development of this information is of high importance for the school as it alerts students to a fundamental component of their undergraduate program and student expectations.

3.2.3 School of Education

Projects

- CLIPP Learning Designers have regularly attended and contributed to **School of Education Teaching Quality and Student Retention (ETQ)** committee meetings. The School of Education (SoE) has also introduced Education Sharing Teaching Practice Sessions where staff come together several times throughout the year, at each campus, to present and discuss learning and teaching practices. Learning Designers have also attended these sessions.
- Potential students applying to study in the SoE who are non-year 12 applicants, must complete pre-admission literacy and numeracy testing as an entry requirement. In 2018 CLIPP staff worked with the SoE to **create online literacy and numeracy tests**, from the original paper-based versions as well as devise and implement a system allowing applicants to attend Federation University Campuses and

undertake this online testing in the presence of an invigilator. Over **220 applicants completed pre-admission testing for entry into programs** of study commencing in Semester One, 2019 and testing of applicants wishing to commence study in Semester Two, 2019 has begun. The online system overcomes the need for staff to manually mark all tests and allows for results to be available on the day of the testing, ensuring more timely decisions as to which applicants are eligible to enrol. A similar system allowing for online pre-admission invigilated-testing for distance students will be trialled in mid-2019 to ensure equity for applicants while still maintaining high standards of integrity in testing and combating the possibility of contract cheating.

- **Targeted SoE Advice from CLIPP sub-working group:** A sub-group of CLIPP staff (ie Learning Designer, Learning Skills Advisor, Learning and Teaching Technologist and Lecturer) have been asked to:
 - recommend good practices to staff regarding creating, developing and implementing online rubrics and marking schemas, in an attempt to ensure efficiency for staff and consistency for students in interpreting their results
 - create a workflow of what staff should do and who in CLIPP they should consult at what point in the workflow, from rubric development and creation through to grading and applying late penalties
 - recommend distribution channels to staff (e.g. newsletters, posters, which groups to communicate what to)
 - recommend the resources to be created - documentation, videos, professional development e.g. webinars - School/General
 - Collaborating with the Dean of Education and key stakeholders to develop innovative resources to support students preparing for placement

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

Projects

- New staff identified for extra support were assisted through regular support meetings via Skype
- Responded to Dean request to support staff with exploring BOLD Learning and created the **Tips and Tricks for Sustainable BOLD Practice flyer (Appendix 2)** that provides staff with advice on working smart in the BOLD environment (e.g. group management, effective video, communication, content longevity etc.) to all staff prior to semester
- **Intensive support** for further development, with a focus on online delivery, of large common first-year course, Scientific Communication SCCOR1200, for second semester delivery
- Advice and support for Psychology clinic placement shell redevelopment
- New **Masters of Clinical Psychology** program design and roll-out
- Further development of SoHLS Staff Resources Moodle page as an accessible central repository for staff
- Continuing support for the **redevelopment and improvement of marking criteria** for Bachelor of Exercise and Sports Science ESSA Accreditation
- Continuing **offshore delivery support for 12 courses** in the Environmental and Conservation Science program delivered at Hebei University of Science and Technology (HUST), working with the program coordinator to improve consistency in delivery, communication, and assessment design
- Ongoing support for **Master of Clinical Exercise Physiology** program development

Professional Development

- Staff professional development needs were **identified via a survey**, which resulted in the development of a professional development schedule for 2019. The School Learning Designers, Karalee Dwyer and Jim Carolan, then worked closely with Danielle Wagstaff and Janee Hoch as members of a Teaching Quality Student Retention Committee Working Party and ADTQ, Lara Wakeling, to negotiate, organise and deliver relevant professional development for the school in Semester One (2019).
- **Eight sessions were delivered in total by CLIPP** on each of the three campuses, or via webinar, with in excess of 34 staff attending. The sessions were titled, Moodle Ready, Assessment Ready, Applying for a Teaching Award, and Introduction to Scholarship of Teaching and Learning. In some of these sessions staff from other schools such as SNHPs attended.

3.2.5 School of Nursing & Healthcare Professions

Projects

- **Master of Applied Science (OHS):** Assistance was provided in redesigning and redeveloping the VIOSH Program for the change to online/block mode in 2019, with a strong focus on SCOHS5511 & SCOHS5513.
- **Graduate Diploma of Paramedicine:** Assistance provided to Program Coordinators (Anita Giannis and Nareeda Millar) regarding a consistent navigation and communication strategy for course online content delivery.

Professional Development

- The school Learning Designers Karalee Dwyer and Jim Carolan are active contributing members of the *Teaching Quality Student Retention Committee Working Party*. In consultation with key school stakeholders including Daniel Terry (Plagiarism Officer) and Judith Lyons (ADTQ), a targeted school forum presentation was provided in Berwick on Friday 12 June. The focus of the presentation was **plagiarism prevention practices** and **academic integrity**.

3.2.5 School of Science, Engineering and Information Technology

Projects

- **Rollout of consistent new Moodle Shell Template:** The School of Science, Engineering and Information technology (SoSEIT) has had a busy 12 month period with a number of projects undertaken across all discipline areas. One of the key projects has been the design, development, and implementation of the new SoSEIT Moodle template across the entire School. Seventy-five Moodle shells have had a basic redesign and been transferred into the new SoSEIT template, with the next 170+ Moodle shells to be completed by the start of Semester Two (2020). The rationale behind the development of this template is to provide School course consistency, enhance the student experience and improve student retention and success. The template implementation project will be continuing for the remainder of 2019 and into 2020.
- **Assessment mapping:** Assessment mapping at the program level is imperative to address student learning needs whilst meeting industry and accreditation requirements.
- **Key document revision:** Identification of Monash branded documents and updating key documents.

Professional Development

- **Targeted Support for staff aligned with new Moodle shell:** Targeted support has been provided for all 12 new staff members who have commenced in SoSEIT over the past 12 months. This support has incorporated professional development opportunities, one-to-one design and development support, and guidance on using Moodle in line with the BOLD Teaching and Learning Practices
- Provision of adhoc support for staff

Learning and Teaching Technology Support

4.1 Learning Technology Adoption

In 2019, the Learning and Teaching Technology Support Team (LTTTS) have been focused on improving and refining our technologies for ease of use and effectiveness. New improvements include:

- Introduction of the **Teaching Team block** which automatically configures staff contact details in courses (late 2018)
- **Moodle has a new better designed Dashboard**, with user customisable filters and ordering, giving staff and student's greater control over their Moodle front page (July 2019)
- **A new streamlined messaging interface** will also be introduced giving greater access to group chats and course contacts (July 2019)
- **A grade export feature** which formats assignment information for direct upload into FDL will make its debut (July 2019)

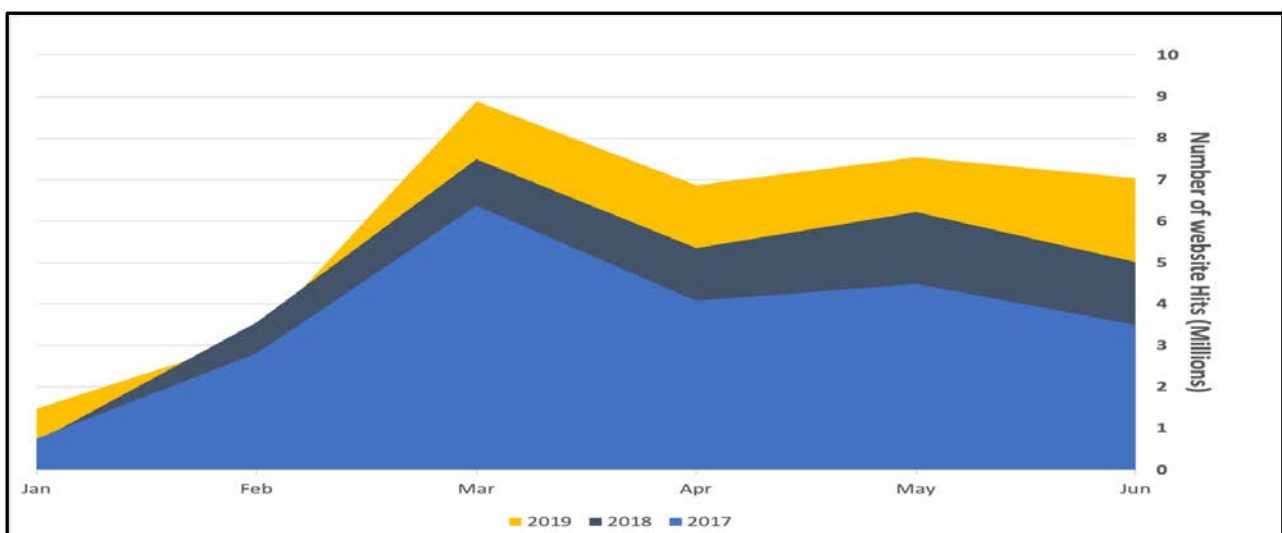
CLIPP supported Learning and Teaching Technology include the following:

- Moodle (LMS)
- H5P Content creation tools
- Kaltura (Video capture, editing and publication)
- Mahara (ePortfolios)
- Adobe Connect (Virtual Classroom)
- Turnitin (Plagiarism prevention, grading and feedback)
- Equella (Learning Content Repository)
- Limesurvey (Survey tool for research data collection)

4.1.1 Moodle

The use of [Moodle](#) has continued with consistent and predictable growth. Peak usage recorded a **16% increase on last year**, with page hits topping out just shy of 9 million hits in a single month. Moodle is without a doubt the most heavily utilised of all Federation University's systems and will continue to grow and expand in functionality. New automated course themes and simplified activity module setup will be the focus for the remainder of 2019 (**Graph 6**).

Graph 6: Website hits – Semester 1 growth over the last three years



4.1.2 Kaltura

[Kaltura](#) also continues to grow, not just in utilisation, but also functionality. A new desktop capture application was launched at the beginning of 2019 bringing with it a **simplified one-click recording and advanced in browser editing tools**. Machine generated closed captioning was also made available to the Disability Liaison Unit for fast subtitling of learning resources. The simplicity of desktop recording, combined with the popularity of video assessment has seen **video contributions increase by 67%** on the same period last year.

Table 4: Multimedia content contributions to Kaltura

Year	Video	Audio	Image
January – May 2018	3926	548	41
January – May 2019	6379	262	34

Consumption of video content has more than **tripled from 32,123 full plays in 2018 to 109,162** in the same period for 2019

Table 5: Multimedia content interactions via Kaltura and Moodle

Year	Full Plays	Downloads	Unique Users
2018	32123	301	6780
2019	209262	262	9846

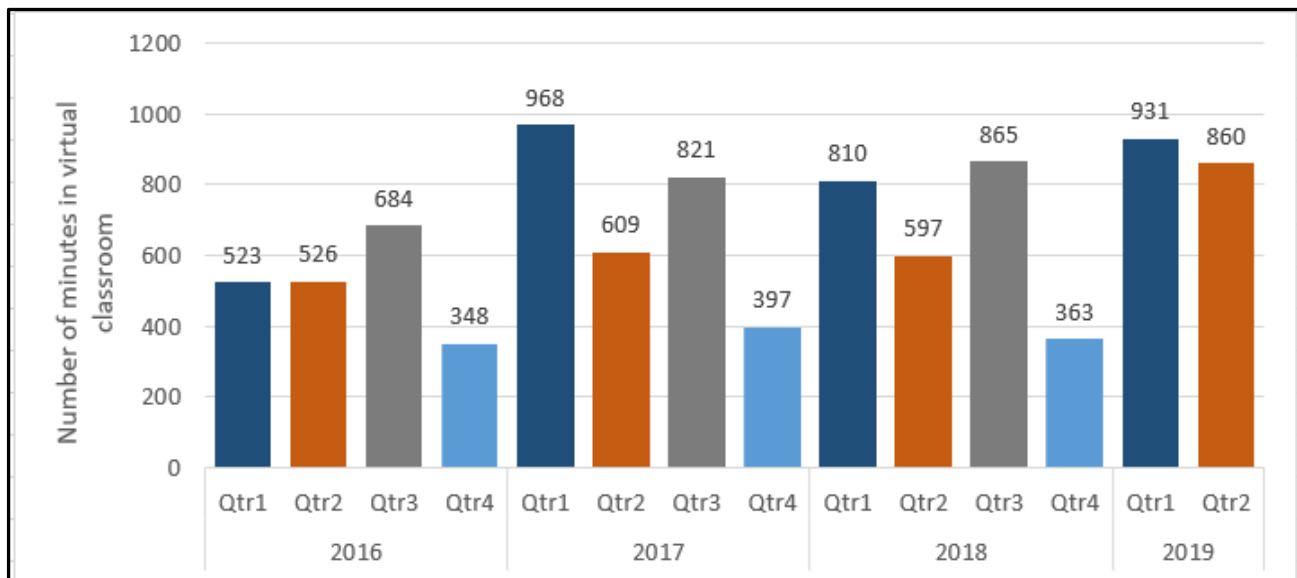
4.1.3 Mahara

Last year’s addition of Learning Skills Advisor resources for ePortfolio based assignments along with templates for teaching and nursing placements has greatly reduced support requests for [Mahara](#). However, there is still some work to be done. A meeting with Mahara development lead Kristine Hoepfner in June laid the ground work for some soon to be implemented upgrades bringing a suite of new features to be implemented towards the end of the year. CLIPP will also be guiding ITS in developing greater integration between Kaltura and Mahara to assist students with better media embedding. Currently **Mahara has 32,298 Users associated with 173,364 pages, an increase of 9,123 accounts in the system.**

4.1.4 Adobe Connect

[Adobe Connect](#) reached the end of its 3-year implementation plan with impressive growth across all areas. Whilst Federation University have decided to extend the contract for an additional 12 months, CLIPP and ITS will now look at **reviewing the success of the implementation**, comparing the cost of support, licensing, hosting etc. to determine if Federation University is still receiving value. With the rapidly changing landscape around web conferencing and virtual classroom tools, it is important that changes in this space are carefully monitored (**Graph 7**).

Graph 7: Length of meetings in virtual classrooms



4.1.5 Turnitin – Plagiarism Prevention, Advanced Grading and Feedback Tools

[Turnitin](#) suffered some performance challenges and outages this semester but team have worked diligently to communicate service degradation with the University. The rapid uptake of video-based assessment meant staff implemented fewer written assessments in Semester one, resulting in only a modest increase of approximately 500 reports for Turnitin. **Total reports generated between Jan – July 2019, is 34,548.**

4.2 Learning and Teaching Technology Support (Just-in-time)

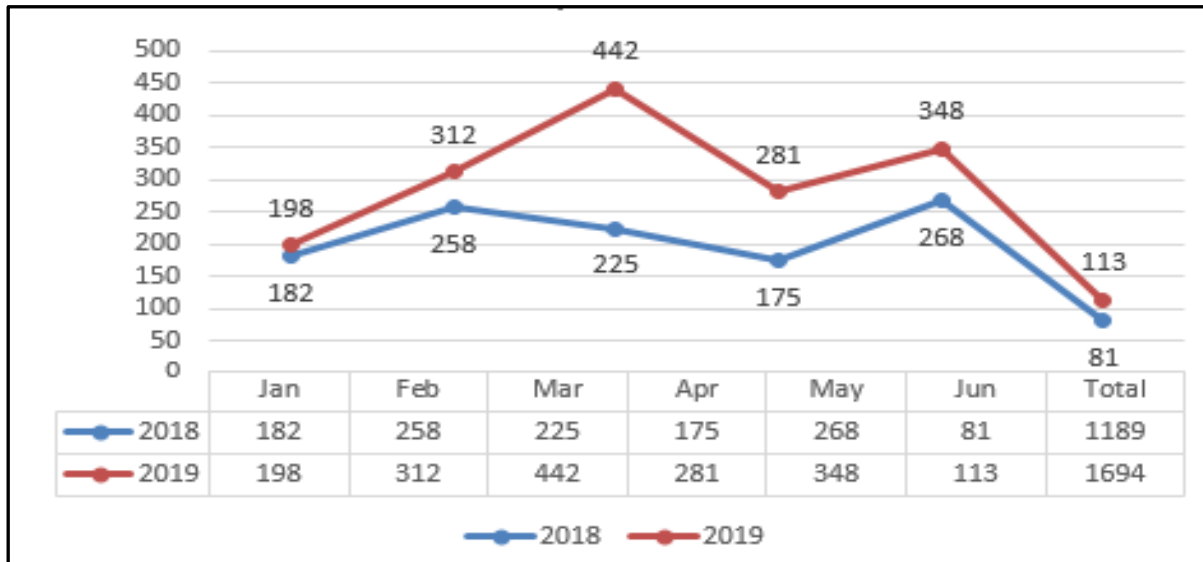
The CLIPP Learning and Teaching Support Team (LTTTS) promotes and supports effective staff and student use of learning technologies to facilitate flexible, student centred, and engaging learning environments. The team’s work is aligned around the following strategic objectives:

- Ensure alignment of learning technology architecture, management and support to the Federation University Strategic Plan, [Learning, Teaching & Student Success Plan 2018–2020](#), and [Student Retention and Success Operational Plan 2018-2020](#)
- Foster continuous eLearning application architecture enhancement via engagement with ITS and ensure alignment with efficient and effective operational practices and the learning and teaching plan by identifying enhancements and testing new software releases and features.
- Deliver eLearning application support to staff and students by responding to advice and troubleshooting requests, maintaining user documentation, delivering professional development, and one-to-one consultations on recommended usage cases, and to promote eLearning application architecture features to stakeholders.
- Develop resources to develop student digital literacies necessary for successful study.

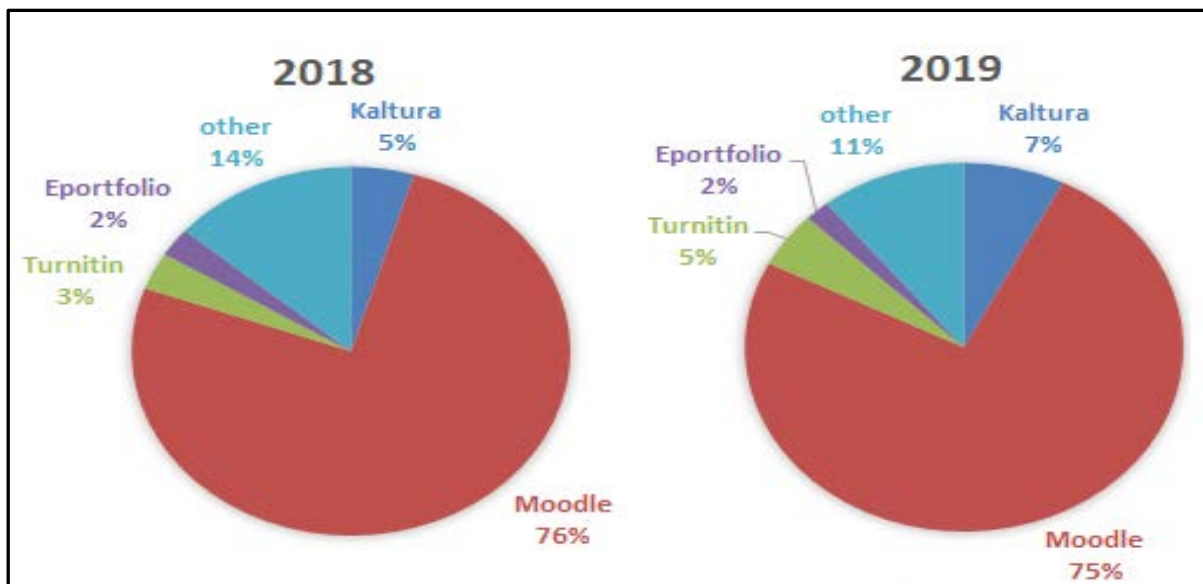
An analysis of the weekly reports for the first half of the year reveals the most common support requests from staff relate to assessment items, particularly marking and the gradebook. Over the Semester One assessment period, the team received **148 requests for assistance** with staff having difficulty marking students work, releasing marks to students, and displaying marks in the gradebook correctly.

This shows a need for further professional development on the process of constructing assignments in Moodle, including the correct and effective use of marking workflows and marker allocation, basic gradebook configuration and releasing marks in Turnitin. Sessional academic staff are more prone challenges due to limited experience in with the technology and/or lack of professional development opportunities.

Graph 8: Total support requests for semester 1 by month



Graph 9: Application support requests for Semester 1 by system.



4.3 Engagement with university Learning and Teaching Strategic Discussions

With a well-established suite of tools, the Learning and Teaching Technology Support Team (LTTS) are looking to refine, simplify and better support learning technology. The focus for the remainder of 2019 and into 2020 will be:

- Design and implementation of preformatted course templates. Templates will provide for the inclusion of colour and style as well as preformatted topic headers, simplifying and standardising course layouts
- Preformatted signposting for students. By implementing a menu driven system within the existing Moodle editor, provide commonly used signposted labels to guide students in their learning.
- Simplifying learning module set up. This will see the restriction of non-essential menu items from module set-up pages, reducing the complexity of set-up by hiding default settings and presenting configuration items on a single page.
- Expansion of tours and contextual help. Tours have been adopted across Moodle as a limited trial. They have proven popular, but slightly intrusive. The plan is to implement tours, but trigger them on request from a convenient help button
- Enhance integration of learning technology systems for greater ease of use. The first target will be the introduction of Kaltura objects within Mahara.
- Upgrade of Mahara to the latest version.
- Review of existing systems to ensure we continue to provide a comparable and competitive suite of online learning technologies.

4.4 Learning Content Development

[CLIPP's Digital Production](#) team continue to provide support to schools:

- to assist staff with graphical elements to enhance course material
- to enhance course materials, produce high-end animations, or shoot and edit promotions seen by external audiences (**Figure 2**)

During Semester One the team completed:

- 86 Design jobs (**Figure 3, 4 and 5**)
- 45 Website jobs not including eHub changes from the LTTS team
- 18 Videos produced
- 52 Video supports (17 via phone / 33 via email and 2 via email)

Figure 2: Motion graphic title animations for the Student Connect Masterclass presentation series

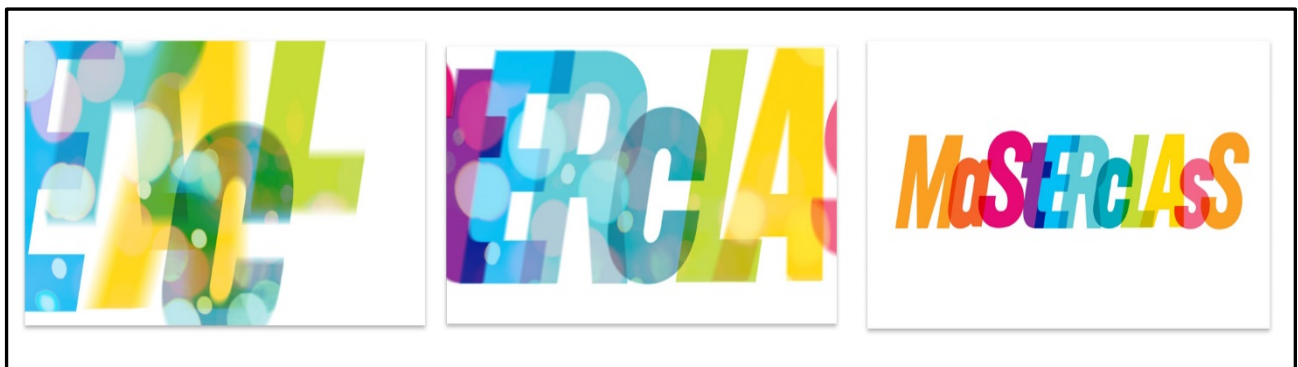
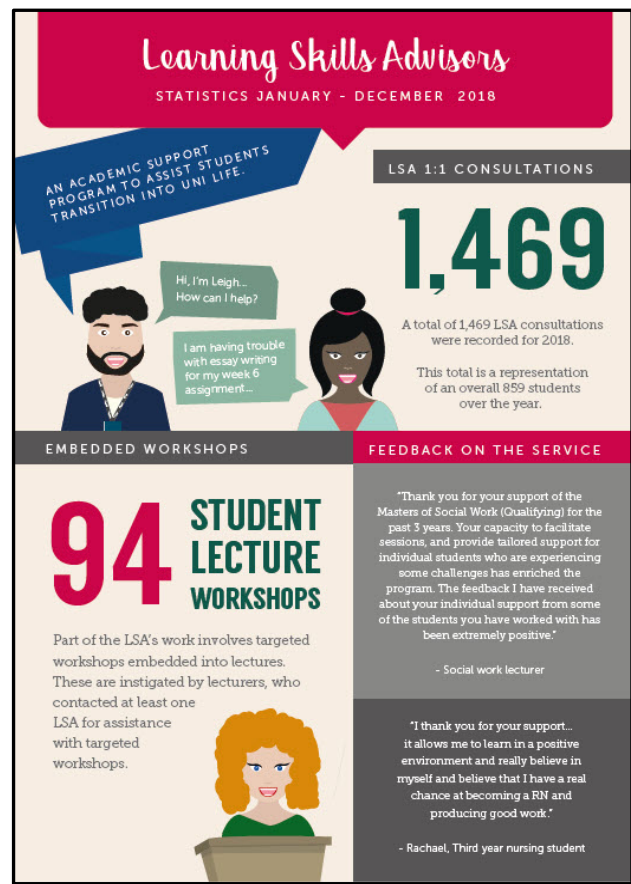
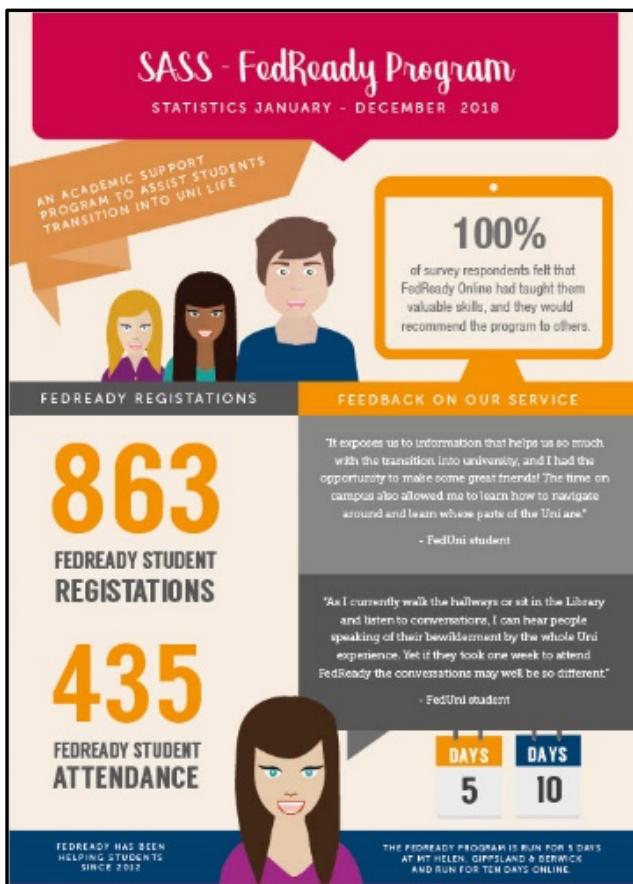


Figure 3: Custom 3D model of a regional village for an upcoming major TAFE project (work in progress)



Figure 4 and Figure 5 are Infographic posters of CLIPP related activities



Student Academic and Study Support (SASS) Team

5.1 FedReady

[FedReady](#) has been assisting student transition to the tertiary academic environment since 2012. In Semester One (2019), FedReady was available online (ie support online, flex and Wimmera students) and at a number of campuses (ie Berwick, Gippsland, and Mt Helen).

In Semester One, there were **584 registrants across all campuses and online**. Despite a 20% overall decline compared to Semester One (2018), FedReady Online had a 226% increase in registrations compared to 2018, while continuing student registrants also increased by 19%. Participation rates across both versions of FedReady reflected a consistent decline throughout the duration of program delivery. However, completion rates of assessment tasks have increased this year in both programs. There was a 75% increase in annotated bibliography submissions for FedReady On-Campus. In FedReady Online, 19% of students completed all modules and all assessment tasks compared to 4% in 2018.

Program evaluation (30% of FedReady on-campus participants and 10% of FedReady online participants) indicated students' satisfaction with the content. Pre- and post-surveys for FedReady on-campus depicted improved self-efficacy related to academic writing and research skills especially.

Key Recommendations:

- Improving program promotion strategies through central university services
- Increasing participation and retention by contacting registrants with a reminder email just prior to FedReady commencement and
- Improve feedback response rates, especially in FedReady Online, through regular prompts from the tutors.

5.2 Mentor Program

The [Mentor program](#) continues to be a highly effective form of transition support for commencing undergraduate students at Federation University. The Student Academic and Study Support (SASS) team coordinated the program and employed **209 experienced students** (ie 2nd or 3rd year students) **to mentor students** new to Federation University from Orientation week through to end of Week Five.

The Mentor Program directly supported **2997 students through face-to-face interactions**. **Approximately 76%** (2290) of students interacted with their mentor in two or more weeks during the semester. In addition, 3141 requests for assistance were made outside scheduled meeting times, through emails, text and phone-calls. School feedback highlighted challenges associated with pairing mentors with mentees from similar programs. This became an issue for large cohort programs, where there was a lack of mentor volunteers. This is being more closely reviewed into the future.

Key Recommendations:

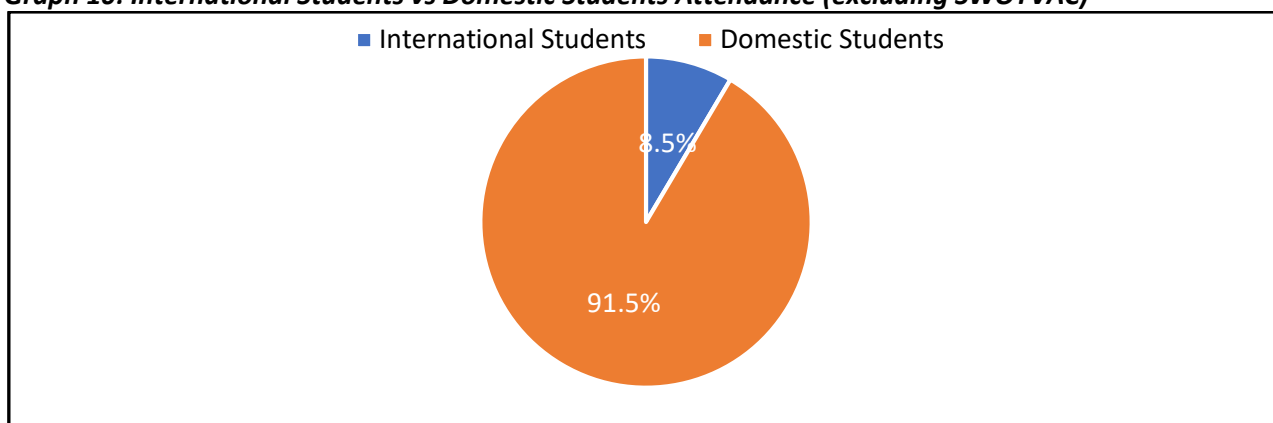
- Endeavour to recruit more effectively within targeted programs, especially Bachelor of Nursing
- The structure of PREP should be modified to accommodate the varying schedules of students, thereby ensuring the requisite number of applicants can attend
- Increase Online recruitment of SoNHP and SoSEIT mentors
- In Berwick and Mt Helen, a minimum of one Mentor Team Leader per School should be employed
- Increase Online mentor support and
- Increase communication with School ADTQs and interested academic staff

5.3 Peer Assisted Study Support (PASS)

The [PASS program](#) has supported students with peer lead assisted sessions since 2011. In Semester One (2019), PASS was delivered from Week Two until SWOTVAC in mid-June. A number of efficiencies and changes were implemented in the program due to internal staff changes. Promotional activities were undertaken by Student Leaders and SASS staff such as regular promotion at lectures and on Moodle by Student Leaders. In addition, all students enrolled in PASS courses were emailed directly with “Have you heard about PASS?” information in Week Four. Overall, PASS was highly effective during this semester with key statistics (**Graph 10**) described below:

- **Approximately Ten PASS courses** were delivered across the campuses and on occasion online
- **Eight courses** were delivered at the Berwick campus (ie some challenges recruiting PASS leaders at Berwick)
- **One course** was introduced for the first time at the Horsham campus
- An average of 128 students attended per week (an increase compared to Semester One (2018))
- During the SWOTVAC Super Study Day, **317 students were in attendance**; 51 per cent of these were new to PASS.
- PASS is highly valuable for students who attend five or more sessions and during Semester One (2019), this was 26% of the overall attendees. This was a significant increase from Semester 1 2018 where just 17 per cent attended 5 plus sessions.
- The PASS program created approximately **2142 hours of employment for 39 students** throughout the semester. Each Student Leader completed an online section and two days face-to-face of the Practical Recruitment and Employment Program (PREP) or virtually for Online PASS Leaders
- PASS attendance almost doubled compared to Semester 2, 2018
- While there was a decline in attendance during 2018, attendance now reflects an upward trend and this is comparable to attendance levels of Semester 1, 2017. It needs to be taken into consideration that in 2017, 17 PASS subjects were offered across campuses whereas Semester 1, 2019 offered only 10 subjects.
- Additional subjects will be organized to run in Semester 2, 2019 as identified in partnership with the Schools.

Graph 10: International Students vs Domestic Students Attendance (excluding SWOTVAC)



Key recommendations:

- Working closely with schools and other internal stakeholders to further develop the program
- Promotional activities must be extended to capture students from the beginning of each semester and increased support is to be offered for student leaders participating in these activities and

- Knowledge gained from the utilization of a national PASS network with other universities could assist in maintaining the success of the program at Federation University.

5.4 Academic Skills and Knowledge (ASK)

The [Academic Skills and Knowledge \(ASK\) service](#) focuses on resolving a range of student enquiries and refers students towards other appropriate university services. The service has since become focused on resolving a range of enquiries and referring students to other services. ASK operates at the campus libraries at Berwick, Churchill, Mt Helen and in the student lounge at Camp Street.

During Semester One (2019), ASK service operating hours were similar for Berwick, Churchill, Mt Helen, but the Camp Street hours revolved around students' and Student Academic Leaders' (SAL) availability. The ASK service was ceased at the SMB campus at the end of 2018.

Key statistics for Semester 1, 2019:

- 21 SALs employed at the start of 2019 with 13 new to the role.
- 2357 enquiries were made through the ASK service, an increase of 5% since Semester 1, 2018. Berwick campus service usage has increased consistently with over 58% increase compared to 2018 and represents 56% of all ASK enquiries.
- 88% of all enquiries were made face-to-face at the ASK desk.
- 86% of enquiries were resolved by the ASK Service, representing an increase from 74% in 2018. The rest of the enquiries were referred to another service or website.
- 'IT and Technology Support' was the most common enquiry topic, accounting for 16% of enquiries at the ASK Service. This was followed by 'Other' enquiries (12.5%), 'Referencing' (10.6%), 'Printing' (10.5%) and 'Library services' (10.3%).

Key recommendations for Semester 2:

- 'Other' enquiries (second highest number of enquiries) need to be analysed for the specific queries and fields created in LibAnswers that more closely reflect these queries;
- ASK Coordinator to create an online 'chat room' so that SALs can interact during their shifts too;
- Open discussions with IT Services to investigate extending their drop-in service in the Library beyond Week 3, particularly for Berwick campus students;
- Investigate social media platforms as a mode for promoting ASK service to students.

5.5 Studiosity

[Studiosity at Federation University](#) entered its third year in 2018, replacing the former Your Tutor program. While the use of the Writing Feedback sessions has continued to grow, there was a small but continual decrease in the use of the Connect Live services.

- The Writing Feedback service, **student's submitted 1,733 writing tasks**, and used 47,120 minutes. This is a 63% increase in minutes used over Semester 1, 2018, although a small reduction in the total number of submissions. Students therefore appear to have spent more time with Studiosity writing tutors on their submission than they did last year.
- The Connect Live Engagements recorded only **128 contacts, using 2,543 minutes**.
- Of the **1431 survey entries from students, 36% left a written comment**. The tone of feedback was overwhelming positive, indicating that students who use the service find it beneficial. Based on the written comments, it seems that while the majority of students wanted their referencing checked, they had a basic idea as to what they were required to do. A smaller number of students seemed to struggle with referencing and were in need of extensive assistance by the Studiosity team.

- Some of the comments showed a lack of confidence in presenting their responses in the correct format as opposed to understanding the content of the particular assignment. This may be because the students know to use Studiosity as a health check for their writing and assignment structure, or because the weakness of the students overall is in academic writing as opposed to comprehension of subject matter. In response to this feedback, extra embedded support was provided to students regarding referencing and the basics of academic writing.
- A new tender process for this type of service for 2020 is currently under development.

Key recommendations:

- Work with Studiosity staff to promote the Connect Live service in particular. This will include visits to key 1st year lectures and Moodle promotion.

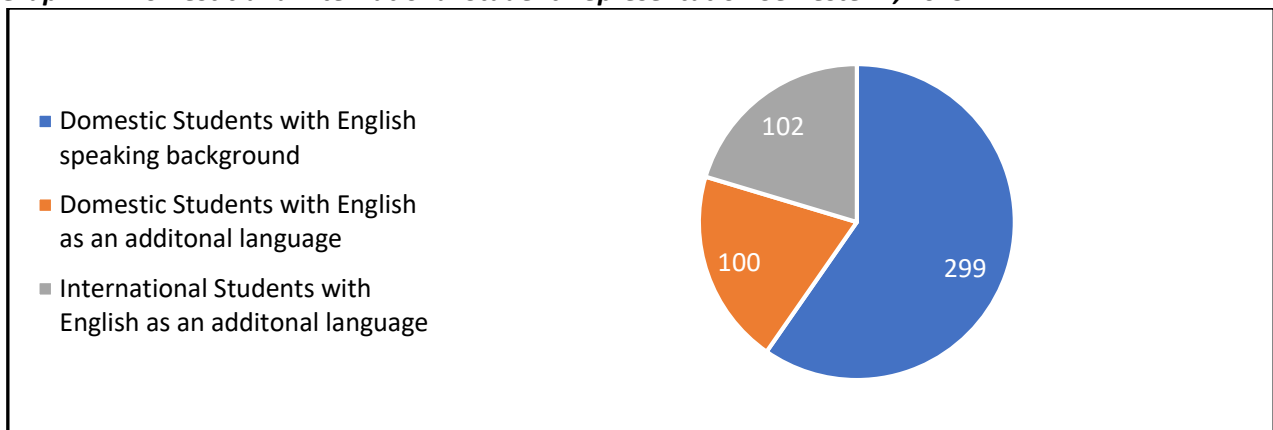
5.6 Learning Skills Advisors

In Semester 1 2019, [Learning Skills Advisors](#) (LSAs) were involved in a variety of student support programs across Federation University campuses. The reconfiguration of LSA’s work and the merge into SASS in 2018 means LSA work now encompasses [FedReady](#), 1:1 consultations, embedded workshops, and curriculum development, as well as supporting and coordinating other SASS programs – coordination of [ASK](#) and support of the [Mentor](#) and [PASS programs](#). The reconfiguration of LSA’s workload has reduced the amount of time that is available for 1:1 consultations with students.

Key statistics for Semester 1, 2019:

- The LSA team provided **887 consultations** (568 unique students: 488 commencing university) across all campuses in Semester 1, 2019 at Federation University with Berwick LSAs experiencing the highest number of consultations and unique students (**Graph 11**)
- **22% increase in student consultations** compared to Semester 1 2018,
- The Berwick campus LSAs also supported the largest proportion of students with **English as an Additional Language** (EAL), representing 55% of all consultations.

Graph 11: Domestic and International Student Representation Semester 1, 2019



School representation at three campuses was dominated by commencing Bachelor of Nursing students, who experience challenges with the skills required in two specific courses. According to LSA data, essay structure, academic writing, and referencing and topic analysis were the four top reasons for students seeking LSA support. Overall, the majority of **students who responded to the LSA service evaluation** survey (n=64) indicated that the service was helpful and gave them ideas and strategies for other assignments and courses.

LSAs also ran **39 embedded academic literacy workshops** across a range of courses. This reflects a 15% decline compared to 2018, and a 51% decline in Mount Helen workshops compared to 2017. This was partly caused by greater time restrictions within the LSA team due to additional responsibilities to other SASS programs.

Key recommendations:

- **Meeting student Berwick needs:** The feedback from students has indicated that LSA availability is insufficient. Berwick LSAs have also expressed that many consultations take up more than the average time due to additional needs of the cohort there. Further exploration of the staffing will be explored.
- **Consultation space at Berwick:** Berwick student feedback reflects the limited spaces available for private consultations to ensure that students feel less conspicuous or distracted. Additional space for LSA's should be included for consideration in Berwick Library renovation discussions.
- **School-based concerns:** Where there are high numbers of students from a particularly course or program experiencing assessment challenges, every effort is made to contact senior school leaders and the relevant ADTQ. In such instances, LSAs welcome the opportunity to be involved in curriculum development and provide embedded workshops and resources to teaching staff to improve the student experience.
- **Embedded workshops:** The number of workshops delivered this semester reflected was in balance with resourcing challenges. It is recommended that the focus needs to be on curriculum development and closer liaison with Learning Designers to communicate priority areas based on student needs identified by the LSA team.
- **Workshop & resource evaluations:** The LSA team needs to develop a consistent process for evaluating workshops and online resources as this is currently lacking.

CLIPP Contacts

CLIPP Director

Associate Professor, **Nina Fotinatos**

ph: 03 5327 9145 | e: n.fotinatos@federation.edu.au

Learning and Teaching Support

Tulsa Andrews – Manager, Academic Enhancement

ph: 03 5327 9654 | e: t.andrews@federation.edu.au

Learning Design Support

Yvonne (Von) Button – Manager, Learning Design

ph: 03 5327 9846 | e: v.button@federation.edu.au

Learning Technology Support

Adam Barbary – Manager, Learning & Teaching Technology Support

ph: 03 5327 9783 | e: at.barbary@federation.edu.au

Academic Transition Support

Lara Whitehead-Annett – Manager (0.6EFT), Student Academic & Study Support

ph: 03 5327 8514 | e: l.whitehead-annett@federation.edu.au

Nicola Epps – Manager (0.4EFT), Student Academic & Study Support

Ph: 0351228940 | e: n.epps@federation.edu.au

Learning Skills Support

Talia Barrett – Team Leader, Learning Skills Advisors

ph: 03 5327 9868 | e: t.barrett@federation.edu.au

End of report

Appendices

7.1 BOLD Learning and Teaching Practices

7.2 Tips and Tricks for Sustainable BOLD Practice

Course Information (Reviewer to complete)

DATE COMPLETED:	/ /	ROLE:	<input type="checkbox"/> Course Coordinator <input type="checkbox"/> Program Coordinator <input type="checkbox"/> Learning Designer <input type="checkbox"/> Learning Skills Advisor
STAFF MEMBER:		ROLE:	<input type="checkbox"/> Other (Specify): <input type="text"/>
COURSE CODE:		TITLE:	
TEACHING PERIOD:		URL:	

DELIVERY MODES:

Note: Please tick the mode which applies to this course

ON CAMPUS (BLENDED)

Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.

OFF CAMPUS (FLEXIBLE, BLOCK)

Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.

WHOLLY ONLINE

Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.

RECOMMENDATIONS FOR CRITERIA:

All criteria are strongly recommended for all delivery/study modes, except where indicated. Exceptions fall into two categories:

- Items strongly recommended only for wholly online and optional for other delivery/study modes are indicated by #. This applies to criteria 2.5.2.
- Items strongly recommended for wholly online and off campus (flexible, block) and optional for on campus (Blended) are indicated by *. This applies to criteria 5.3 and 5.5.

DESCRIPTION		CRITERIA MET				COMMENTS
Good organisation and presentation of course information and learner support resources helps orient students to the delivery/study mode and their course of study, and helps achieve a consistent student experience across Moodle course sites. Teachers also benefit as they are familiar with the location of items and can update them quickly and efficiently.		Yes	No	Working towards	Not applicable	
CRITERIA						
1.1	Moodle course uses appropriate program and/or School template.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2	Moodle course is logically organised and facilitates ease of navigation by learners through both:					
1.2.1	- Sections (e.g., Course Information, Assessments, Topics/Modules etc).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.2.2	- Activities/resources are appropriately labeled and use of icons and/or images is meaningful and consistent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.3	Moodle course includes the current official course description, appropriately formatted (i.e., .pdf, .docx) and titled (i.e., BUMGT5921_SEM12019_coursedescription.pdf).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.4	Contact details and availability of all course teaching team members are clearly visible (e.g., via Teaching team block).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.5	A course welcome/introduction is provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6	A Moodle course orientation is provided that:					
1.6.1	- Guides learners through course materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.6.2	- Encourages learners to engage with academic (e.g. Academic Integrity Module (AIM)) and technical support resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.7	Staff expectations as to the approximate time required for students to complete each section (e.g., Topic/Week/Module) is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.8	All hyperlinks within the Moodle course are checked, and are operational.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.9	If Moodle Groups and/or Groupings are used, they are set up and applied appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.10	All third party content is appropriately referenced and compliant with copyright legislation (e.g., readings, images, lecture materials and activities).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
1.11	Moodle course (including learning activities and resources) complies with accessibility legislation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

DESCRIPTION		CRITERIA MET				COMMENTS
<p>While the level of teacher online 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.</p> <p>By frequently and actively participating in the online learning community, teachers facilitate ongoing interactions and connectedness, which is critical to student retention and success.</p>		Yes	No	Working towards	Not applicable	
CRITERIA						
2.1	The strategy for using the Moodle News Forum/Announcements tool for (one way) posts is clearly stated and implemented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.3	Expected staff response time to learner queries is clearly communicated and responses are timely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	Online communication etiquette (netiquette) expectations are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.5.2 #	- Synchronous communication (i.e., Active use of Adobe Connect for virtual classes and/or office hours).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.6	Expected learner query response times are clearly stated and responses are provided in accordance with the stated strategy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

03 | Learning resources | BOLD Learning and Teaching Practices

DESCRIPTION		CRITERIA MET				COMMENTS
<p>Selecting a diverse range of high quality learning resources and carefully planning how they are organised and presented will motivate students by maximising their opportunities to engage in ways appropriate to their learning preferences. Learning resources should support knowledge building activities, be informed by learning outcomes and focused on enabling students to achieve them.</p> <p>Learning resources should also be monitored for currency and relevance, for compliance with copyright legislation and license agreements, and for their accessibility by all students.</p>		Yes	No	Working towards	Not applicable	
CRITERIA						
3.1	Alignment of learning resources to course learning outcomes is identified and clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	Learning resources are logically structured and sequenced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.3	Learning resources are updated to ensure currency and relevance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.4	Instructions for using learning resources are clearly stated (e.g., why students need to interact with this resource and what they should be thinking about).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.5	The distinction between required, recommended and optional learning resources is clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.6	Reading are uploaded to, or created and stored in eReadings and linked to via Moodle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.7	Teacher generated videos are uploaded to, or created and stored in Kaltura and linked to via Moodle.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.8	Resource selection should be fit for purpose and cohort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

04 | Learning activities | BOLD Learning and Teaching Practices

DESCRIPTION		CRITERIA MET				COMMENTS
<p>Different types of learning activities that help students engage with learning resources and collaborate and interact with their peers and the teacher are crucial for active and dynamic learning. Individual activities help students acquire and consolidate their knowledge and assess and reflect on their learning. Group activities provide opportunities to ask and answer questions, workshop ideas and be exposed to others' perspectives.</p> <p>A range of activities that assist student comprehension and the development of critical thinking and analysis are key to a successful online student experience.</p>		Yes	No	Working towards	Not applicable	
CRITERIA						
4.1	Alignment of learning activities to course learning outcomes is identified and clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.2	The distinction between required, recommended and optional in-class and online activities is clearly stated (i.e. what, where (e.g. in-class/online) and when).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.3	Instructions for completing learning activities independently or collaboratively are clearly stated (e.g., why, how, and relevant timelines).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.4	Activities support learner independence and/or collaborative communities (i.e., peer-peer, learner-teacher, teacher-learner and learner-content).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.5	Learners are provided with regular opportunities to consolidate (digest, reflect, review) their learning (i.e., at the end of each Topic/Module and the course).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4.6	Activity selection should be fit for purpose and cohort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

05 | Student progress, assessment and feedback | BOLD Learning and Teaching Practices

DESCRIPTION		CRITERIA MET				COMMENTS
		Yes	No	Working towards	Not applicable	
<p>Assessments should be aligned to learning outcomes and designed to enable students to demonstrate they have met them. Formative assessments (i.e. self-tests and self-paced lessons) allow students to work at their own pace, reviewing concepts, consolidating their learning and receiving feedback about their progress. They may be worth zero marks or contain a summative element e.g. 'completion of all online quizzes comprises 5% of your total mark for this course'. Summative assessments are therefore a tool for measuring what students have learned.</p>						
CRITERIA						
5.1	All assessment tasks and assessment information is clearly stated and aligned with the course description, learning outcomes and marking criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.2	Assessments comply with Federation University Assessment Policies and Procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 *	Staff monitor learner progress (e.g., via gradebook, progress bar or completion settings and boxes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.4	Staff monitor learner completion of the AIM (e.g., via AIM completion report).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.5 *	Learners can monitor their own progress through the course (e.g., via gradebook, progress bar or completion settings and boxes).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.6	Learners are provided with formative feedback to enhance and support learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.7	Assessments are sequenced, varied and allow learners to demonstrate their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.8	Marking criteria are provided in the Moodle course for each assessment (e.g., rubric, marking guide, criteria).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.9	All assessments (e.g., written, video, audio etc.) are submitted through the Moodle course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.10	Instructions for completing and/or submitting assessments are clearly stated in the Moodle course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.11	Support materials are provided for completing and/or submitting assessments that require a level of technical expertise (e.g., audio/video assignments).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.12	For group assessments, support materials for working in groups effectively are provided, and Moodle assessment settings are configured appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.13	Grades and feedback for assessments during the course are provided through Moodle in a timely and equitable manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5.14	Moodle Gradebook has been configured appropriately.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

TIPS & TRICKS FOR SUSTAINABLE BOLD PRACTICE

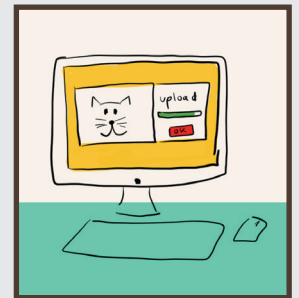
Centre for Learning Innovation and Professional Practice (CLIPP)



- **Use master shells!** Risk free area for development with no students enrolled, allows for collaborative development environment with CLIPP, colleagues and other support services, can make changes as you become aware they're necessary, allows for 'back up' of what is in the delivery shell, can automatically be copied into delivery shell via CYOM (remember delivery shells only trigger 4 weeks before delivery).
- **Switch your role to student view in the master shell to ensure the course appears the way you have envisaged it.** You can also seek CLIPP assistance to check over items before they go live to reduce the chances of things not going as expected and the barrage of student complaints that tend to accompany it.
- **Keep a running document of suggested changes.** You can add to this throughout the semester when you are too time-poor to make the changes, and revisit it at the end of semester to ensure the course is ready for the next iteration.

DEVELOPING CONTENT

- **Utilise current resources.** Check what is available through the library, Equella, Open Education Resources etc. Talk to others in your program as they may have taught similar content before and have resources they are willing to share. Remember to give credit to the source, but there is no need to reinvent the wheel if a perfectly good resource already exists!
- **Plan ahead with readings.** Compile your reading list and send to the library as soon as possible so that they can ensure your readings are ready to go.



When creating videos

- **Chunk information.** Break videos into sub-topics (10 minutes max). This encourages engagement and also allows for movement if topic sequence changes.
- **Avoid details that may change.** Course codes, dates, weeks, and current affairs all change. To improve the longevity of your videos, avoid saying these or having them written on slides that you're speaking to. You can add these details in text which can be easily altered if need be. For example, when giving the content context, instead of saying in a video 'Last week we looked at the heart...', include this as text in a book, label etc. This way, if the sequence of topics changes, you don't have to edit the video. The same goes with dates, especially when creating videos for assessment items.
 - Consider breaking the content into historical, contemporary, and current matters related to the content as this will also improve the longevity of videos (historical information will not change, contemporary will but not frequently, current affairs can change every year)

COMMUNICATING WITH STUDENTS



- **Make expectations of communication clear from the beginning!** The general consensus across programs is that this should be within normal business hours, and within 48 hours (Monday – Friday) of the query. This should be made clear to students during orientation and remain consistent. This reduces unreal expectations of students and ensures they receive the same experience across courses, decreasing pressure on academics. Also clarify the best points of contact (dependent on what the enquiry is), and when learning materials will be available (e.g. 'Each module will be released by the end of Monday the week previous').
- **Weekly introduction videos/text.** These can be used to summarise ideas/questions that arose from the previous week, inform them of what they will be doing this week, and where they are expected to be at by this point (any activities/assessment items they are required to complete). This can help reduce questions that would otherwise be posted in forums or emailed to you individually, as well as continuing to build your online presence.
- **Have an Adobe Connect schedule.** Make explicit to students what sessions will be focused on so that it is clear what they can expect. This may reduce the posts in forums if they feel they will have an opportunity to seek assistance when talking to you. This will also allow you to best prepare yourself for questions that may arise and upload any content you feel you may need to refer to in the session.

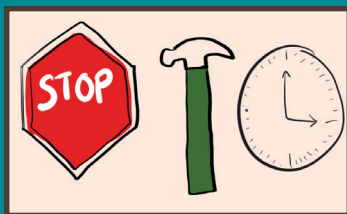
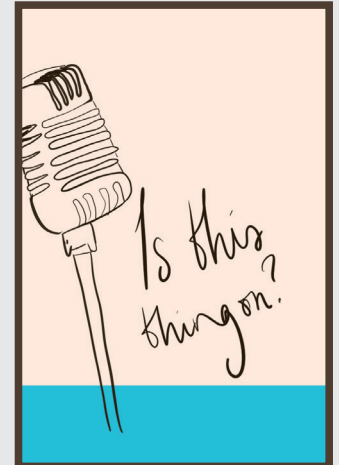
Need assistance?

Contact your School's CLIPP Learning Designer for clarification or assistance with any of the above.



ASSESSMENT ITEMS

- **Ask for a second set of eyes.** Invite a colleague, CLIPP Learning Designer or Learning Skills Advisor to look over your assessment tasks and ensure that instructions are clear, and organisation of materials is appropriate. This will help reduce student enquiries regarding what they are supposed to do, where they submit etc.
- **Consider using Moodle/Turnitin marking guides and rubrics, and frequently used comments.** Although these will take some time to set up initially, they make marking a lot faster in the long run as they reduce double-handling and rewriting the same thing many times. You can seek assistance from CLIPP when developing rubrics and marking guides to help ensure the expectations are clear to students.
- **General feedback for assessments.** After grading assessments, you may find that many students have similar areas of strength and/or areas for improvement. If this is the case, you can create written, audio or video feedback that you make available to all students. When grading individual student assessments, you can give them specific feedback but point them to the general feedback and instruct them to read/listen to/watch particular parts.
- **Set up question banks for quizzes.** This is best practice rather than adding them directly into a quiz. It makes it easier to mix and match and have control over the order if content changes in sequence. Set up categories based on topic (not 'Week #') and avoid question names such as 'Question 1' 'Question 2' etc. to allow for randomised questions without confusion.



When the workload seems unmanageable, the key thing is to prioritise your workload by organising your tasks into the following:

01 - What MUST I do?

What urgently needs fixing right now to address immediate learning or teaching issues?

02 - What SHOULD I do?

What needs to be addressed within the next few days or weeks? It is still a priority for this cohort of students, but you have a little time up your sleeve.

03 - What COULD I do?

Whilst it is still on the 'list of things to do' and it is still your intention to address it or introduce it for this cohort of students, it wouldn't be detrimental if you didn't get a chance until next time.

04 - What WOULD I do?

There isn't time to implement the idea or resource this time around, but it needs to be addressed for the next re-iteration of the course.

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