

## Semester 2 – Staff and Student Support Strategies – Project 1 Curriculum Enhancement Project (V3 – 7.9.2020)

- Summary: Written by Associate Professor Nina Fotinatos (Updated 4.9.2020)
- Leaders: Associate Professor Nina Fotinatos (Interim) Pro Vice-Chancellor (Teaching Quality and Innovation) and five school Associate Deans (Teaching Quality)
- Significant contribution of this output has been led by the Learning Design Team within the Centre for Learning, Innovation and Professional Practice (CLIPP)

### Background

This project focused on identifying up to 4-5 courses in each school that would benefit from intensive support towards course curriculum renewal. Five schools participated in this initiative. Table A describes the proposed steps and suggested milestones for the 5 week initiative. Each individual course enhancement is detailed in detail (see Table 1 – 24). An overarching summary of key themes derived from the course summaries is described below. Suggested recommendations regarding future curriculum enhancement initiatives is also described.

**Table A**

Steps	Week 1 13.7.2020	Week 2 20.7.2020	Week 3 27.7.2020	Week 4 3.8.2020	Week 5 10.8.2020
Deans and ADTQ identify up to 5 Semester 2 priority courses					
Course renewal team forms: <i>ADTQs, Course Coordinator, Learning Designer, Learning Skills Advisor, Student Academic Leader aligned to the course (if possible) &amp; school stakeholders</i>					
Course self-review using the BOLD Learning & Teaching (L&T) Practices and highlight key areas for improvement					
Explore additional content experts to assist with course improvements					
Enhancement check-in 1					
Enhancement check-in 2					
Enhancement check-in 3 and Post BOLD L&T Practices review					

### Leadership

This course quality assurance project would not have been possible without the leadership from the Learning Designers, Associate Dean (Teaching Quality) (ADTQ) and Course Coordinators (CC). The effective cross portfolio-directorate collaboration, documentation of course enhancements and impact on student engagement, are all positive outcomes. Future related initiative must acknowledge the focused leadership and engagement across from central and school stakeholders, particularly from the Centre for Learning, Innovation and Professional Practice (CLIPP) and the Library. School leadership and support from Deans, ADTQs, CCs, Program and Discipline Leaders were instrumental in curriculum enhancement.

### **Focus Curriculum Enhancement Areas**

A further brief thematic analysis of Table 1-24 demonstrates that curriculum enhancements were made in the following BOLD Learning and Teaching (L&T) Practices domains:

- **Domain 1: Course organisation/information and learner support**
  - Improvements in the uptake of the BOLD L&T Practices as a self-reflective and check list tool that highlights best practice
  - Improvement in course organisation, topic presentation, assessment submission (i.e. Turn-it-in software) and scaffolding of learning
  - Improvements in awareness of the learning support opportunities (i.e. Student Online Hub, Online Bootcamp) and staff professional development opportunities
  
- **Domain 2: Teacher presence, communication and facilitation**
  - Improvements in the structure, type and timing of teacher presence and communication
  - Improvements in virtual classroom engagement, breakout room facilitation and use of asynchronous and synchronous learning opportunities
  - Improvements in the types of communication used to connect student learning between 'knowledge, skills and application of knowledge and skills'
  
- **Domain 3: Learning resources**
  - Improvement in learning resources and update in copyright compliant course readings, library guides
  - Improvement in resources used in face-to-face learning and teaching to online learning and teaching
  - Refreshing resources for changing course structures including developing captioning with support from the Disability Liaison Action Unit (DLAU)
  
- **Domain 4: Learning activities**
  - Improvements in student learning activities which are more interactive, timely, linked with authentic assessment principles
  - Improvements in weekly activities for students that increase engagement, sense of belonging and community of practice
  - Improvements in learning activity instructions particularly on engaging with virtual classroom opportunities (ie Abode Connect support)
  
- **Domain 5: Student progress, assessment and feedback**
  - Improvements in marking guides, rubrics, assessment instructions, assessment types and implementation of grade book systems to facilitate tracking
  - Improvements in effective and efficient feedback strategies and tools for staff and students
  - Improvements in assessment design and submission for online learning environments

### **Challenges**

The main challenges documented as part of the staff feedback was:

- The timing of the initiative was challenging as it was too close to the commencement of the semester
- The intense focus of work was challenging to manage among competing priorities
- There was a short planning phase which created additional time pressures for key stakeholders (i.e. LD, CC and ADTQs)

### Proposed actions from here

1. Schools to determine Course Coordinator responsibility at least 2 months prior to the commencement of teaching
2. Schools to determine priority course and programs areas in ample time prior to delivery using data analytics, peer recommendations and student feedback mechanisms
3. Schools to develop and endorse clear 'Scope of Project' documents at least 2 months prior to commencement of teaching with clear guidance from ADTQs
4. School ADTQs to engage with CLIPP School Learning Designers to implement Curriculum Enhancement Project between "December to February" and "June to July" for focused course enhancements. The CLIPP School Support Team to engage with school priority areas
5. Simplification of reporting template and clear storage of Course Quality Assurance processes for future reference
6. Reporting of progress to school and university Learning and Teaching Committee's

### Example Course Coordinator Feedback on Project 1

*"I found the BOLD checklist incredibly helpful. I know there are other resources available to help guide our teaching and Moodle-site development, but they are often too 'wordy' and don't encourage the same in-depth self-reflection that rating your own materials does. That checklist served as a time-efficient, all-inclusive document that provided weeks of helpful outcomes, and yet only took a few minutes to work through. I also found it more motivating to see for myself what could be improved (as opposed to being TOLD what to improve). In addition, the checklist provided specific, actionable guidance. For example, as a result of that list, I was able to identify at least half-a-dozen missing elements that then became the key content of my Letter of Introduction to students. Whilst I later received praise from my colleagues for that letter, it was entirely inspired by that checklist and the guidance [of Learning Designers]!" (Reference: Table 12).*

*"I found the Course Enhancement Project (CEP) to be very beneficial. The self-reflection, self-rating checklist, in particular, really inspired measurable improvements in my two Moodle sites. I really appreciate getting extra support from Jess Robertson (Learning Designer) in creating interactive and engaging content in my course. Even though, I have been using Moodle for more than three years, I was not aware of how to use Moodle as a platform to develop interactive content for students. For me, it was just a medium to upload PowerPoint presentations. Over the five weeks of Course Enhancement Project and with support from Jess Robertson, I learned to embed different interactive activities in my course using tools such as H5P, Reflective journal and discussion forum which have been proved to be engaging for students in my course. In my opinion, the only thing that could be improved is to have this support at least a month before semester starts. It is very difficult to change the delivery of content after the semester has started. The support and tools are always there for lecturers but one might not be aware of the support or how to use these tools. Overall, I feel, I now have the support and knowledge of how to use these tools become a better teacher. Please see below feedback from students in my course after I changed the delivery of my course content from didactic to interactive. Thank you, Jess and Graduate Certificate of Education (Tertiary Education) course (Reference: Table 17).*

### Example of Student Feedback:

- *"I really like the way it was set up!"*
- *"I enjoyed the difference from a typical lecture, more interactive and engaging"*
- *"I liked the mini quizzes that they had the end of the new information"*
- *"the explanatory videos were great!"*
- *"I feel like I took in a lot more breaking it up and the small tests and reflecting"*
- *"It solidified the knowledge"*
- *"I like being able to discuss as a group and learn off others, I think I get a better understanding this way" (this comment is in reference to group activities during tutorial session using Adobe virtual classroom) (Reference: Table 17).*

### **Example of Associate Dean (Teaching Quality), Associate Professor Kim Dowling feedback on Project 1**

- *“The intensity of the project proved to be quite effective.*
- *The timing of the project was not optimal especially during the semester.*
- *The process has inspired many ideas and ways to engage with staff around curriculum renewal. The school needs to engage with CLIPP to make this a normal part of our business.*
- *This project worked well due to the prior knowledge and understanding of the program by the Learning Designer. In any future projects, this prior scoping is essential and should have the appropriate time allocation.*
- *I see great advantage in any future curriculum enhancement project focussing on a specific component (e.g. first year or grad cert – something that can be looked at with a single line of sight) of a single program.*
- *Seeing an entire CLIPP team working on a single project was quite inspirational. This should be a template to working together in the future and extend to the ethos of working with the academy.*
- *It would be great to get some student feedback after the end of the semester” (Reference: Table 20).*

Special acknowledgement to the following staff:

- Von Button, Manager Learning Design
- Jim Carolan, Learning Designer (SciPS)
- Kim Pappaluca, Learning Designer (FBS)
- Emma Price, Learning Designer (FBS)
- Sara Warren, Learning Designer (SoEITPS)
- Jess Robertson, Learning Designer (SoH)
- Emma Gould, Learning Designer (SoE)
- Charlie Duddridge (Learning Designer (SoE)

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## School of Education: Associate Dean (Teaching Quality), Dr. Anna Fletcher

Compiled by CLIPP School Learning Designers: Emma Gould and Von Button (Manager, Learning Design)

**Table 1 – Course Enhancement Support Summary - EDBED 1018 Health and Physical Education Curriculum**

<b>Coordinator</b> – Aijin Jin	<b>Course Enhancement Team Members:</b> Emma Gould (LD), Von Button (LD), Heath Diwell (LT), Kate Roberts (Lecturer), Leigh Albon (LSA)
<b>Key areas for enhancement</b>	<ul style="list-style-type: none"> <li>• Multiple Moodle Shells – focus on consistency</li> <li>• Update of Course Formats and addition of student support resources</li> <li>• Update of images for Topic sections</li> <li>• Activity Tracking Strategy</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Review of Course using BOLD L&amp;T Practices document</li> <li>• Implementation of new Moodle Layout; adding in separate section on Virtual Classroom</li> <li>• Adding additional student support resources to Moodle Shell</li> <li>• Review of Marking Guides and Rubrics</li> <li>• Setup of Gradebook in Moodle</li> <li>• Identification and application of Activity Completion Tracking and Use of Progress Block for students to monitor progression</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Review of student Assessment Instructions</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Add new Moodle Course Format</li> <li>• Added Section on Virtual Classroom with information to students about accessing Adobe Connect</li> <li>• Added Student Support Video and Studying Online Document</li> <li>• Conducted BOLD L&amp;T Practices Review</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Review of additional Shells for consistency</li> <li>• Scheduled meeting with staff to discussion Activity Completion and Progress Block</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Leigh Albon reviewed assessment information for students and provided feedback</li> <li>• Check of online marking guides and rubrics</li> <li>• Gradebook setup</li> <li>• Identified potential topic images</li> <li>• Updated Moodle Books and use of Course Readings (removed pdf documents uploaded to Moodle that breach Copyright)</li> </ul>

<b>Overall Course Coordinator Comments</b>	<i>Great to talk to you 'face to face' via MS Teams meeting... Thank you very much for your support and help to make EDBED 1018 Moodle more students friendly. Appreciate your efforts and time worked on this job and thank you for the offer to make it even better next year!</i>
<b>Overall ADTQ Comments</b>	<i>I'd like to commend all the staff involved in this enhancement project for being so constructive in developing 'tailor-made' enhancements around the relevant needs in the online space (both for students and academics). All the work you have undertaken in developing and revising the marking guides and rubrics is very timely, given that assessment is a targeted priority for the University. It is also great to see that you have been working to ensure the Moodle shells have consistent information. Drawing on this work, it would seem a logical future step will be to simply use one Moodle shell (which would further help with consistency and reduce time taken to add design features).</i>

## Table 2 - Course Enhancement Support Summary - EDHPE 1003 Perspectives on Health, Outdoor and Physical Education

<b>Course Coordinator (CC):</b> Neville Down	<b>Course Enhancement Team Members:</b> Emma Gould (LD), Von Button (LD), Heath Diwell (LT), Kate Roberts (Lecturer), Leigh Albon (LSA)
<b>Key areas for enhancement: Course Organisation and Assessment</b>	<ul style="list-style-type: none"> <li>• Rubrics in Turnitin to support online marking into the future</li> <li>• General course organisation and support resource for students – Fed Uni Course Format</li> <li>• Topic images (imagery seems quite important in this course/context)</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Started creating Turnitin Rubrics.</li> <li>• Need to take Neville through marking online in Turnitin as appropriate time.</li> <li>• Fed Uni Course Format applied.</li> <li>• Topic images are still being worked on.</li> <li>• General course organisation being improved (using more appropriate tools, deleted unnecessary hidden items etc)</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Not applicable</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Turnitin Rubrics completed.</li> <li>• Fed Uni Course Format applied.</li> <li>• Topic images completed</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Emailed, attaching L&amp;T Practices requesting meeting to determine if further support can be provided beyond general course clean up.</li> <li>• Shared information about Study Online Hub Online Bootcamp Flyer for Week 3 for students.</li> <li>• Scheduled meeting to discuss taking Neville through marking Online in Turnitin (it's not needed until week 6 though).</li> <li>• Course generally very well organised!</li> </ul>



<b>Enhancement Check-in progress (Week 11 Aug)</b> 3	<ul style="list-style-type: none"> <li>This week has been about supporting Neville to manage Adobe Connect sessions, and particularly breakout rooms and communicating with students in them.</li> <li>Brainstorming asynchronous ways (the use of discussion forums) to conduct/extend synchronous (Adobe Connect) activities.</li> </ul>
<b>Overall Course Coordinator Comments</b>	<i>Thanks Von, you've always been of great assistance. Much appreciated. Regards, Nev D. (emailed feedback).</i>
<b>Overall ADTQ Comments</b>	<i>I'd like to commend all the staff involved in this enhancement project for being so constructive in developing 'tailor-made' enhancements around the relevant needs in the online space (both for students and academics). All the work you have undertaken in developing Turnitin rubrics is very timely, given that assessment is a targeted priority for the University (both in relation to academic integrity and BOLD).</i>

### Table 3 - Course Enhancement Support Summary - OEEDU 2100 Journeys in Outdoor and Environmental Education

<b>Course Coordinator (CC):</b> Ian Neville	<b>Course Enhancement Team Members:</b> Emma Gould (LD), Von Button (LD), Heath Diwell (LT), Kate Roberts (Lecturer), Leigh Albon (LSA)
<b>Key areas for enhancement: Course Organisation</b>	<ul style="list-style-type: none"> <li>Apply Fed Uni Course Format</li> <li>Imagery</li> <li>Approached with L&amp;T Practices to determine further support that can be provided</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>Apply Fed Uni Course Format</li> <li>Imagery</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
<b>Enhancement Check-in progress (Week 27 July)</b> 1	<ul style="list-style-type: none"> <li>Fed Uni Course Format applied – completed.</li> <li>Topic images completed.</li> </ul>
<b>Enhancement Check-in progress (Week 3 Aug)</b> 2	<ul style="list-style-type: none"> <li>Emailed, attaching L&amp;T Practices requesting meeting to determine if further support can be provided. However, course is very well organised!</li> <li>Thinking of offering weekly 'test your own knowledge' quizzes (due to workload of creating questions, might not happen now though).</li> <li>Shared information about Study Online Hub Online Bootcamp Flyer for Week 3 for students.</li> <li>Ad hoc support for using Adobe Connect</li> </ul>
<b>Enhancement Check-in progress (Week 11 Aug)</b> 3	<ul style="list-style-type: none"> <li>Ian busy this week so no catch-up but I have emailed to see if we can catch-up or if there is anything, he would like in terms of CLIPP support.</li> </ul>

	<ul style="list-style-type: none"> <li>(Week 18 Aug) Ian is now looking at creating an interactive database so that students can share images and comments about weekly topics. We have discussed various options (will probably use the Database tool). Ian will have a go and let me know if he requires any assistance.</li> </ul>
<b>Overall Course Coordinator Comments</b>	<i>The support from CLIPP/Von has been fantastic. Von is always more than happy to help. The key has been getting the Moodle shell organised early. We started from scratch and had to cater for diverse groups of students Mt Helen, Gippsland, Undergrad Certificate students etc. The Moodle shell is also double coded with a different credit point course, being in teach out. Assistance with the Moodle shell from start has been useful, couldn't have been early enough. The new FedUni Course Format is great as well, provides much easier navigation to me and my students. As an outdoor/environmental education course, the purpose of the Moodle shell has always been the communication hub/exchange that students come back to (a secondary resource) so that they can report on their outdoor/environmental education activities.</i>
<b>Overall ADTQ Comments</b>	<i>I'd like to commend all the staff involved in this enhancement project for being so constructive in developing 'tailor-made' enhancements around Learning and Teaching practice the online space (which clearly is important both for students and academics).</i>

#### Table 4 - Course Enhancement Support Summary - EDBED 4010 Differentiating for Learning and Teaching

<b>Course Coordinators (CC):</b> Tanya Wiggins & Amy Claughton	<b>Course Enhancement Team Members:</b> Emma Gould (LD), Von Button (LD), Heath Diwell (LT), Kate Roberts (Lecturer), Leigh Albon (LSA)
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>Adding more interactive content throughout the Modules</li> <li>Check in activities to ensure students are engaging with content prior to attending Virtual Class sessions</li> <li>Improvement in how Virtual Class sessions run to promote more engagement and attendance</li> <li>Review of instructions for assessment tasks for students</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>Review of Course using BOLD L&amp;T Practices document</li> <li>Discussion with staff around strategies for using Breakout rooms in Adobe Connect, setting up polls in Adobe Connect sessions to gather anonymous response from the cohort. Specific Breakout Room layout to be created to facilitate student engagement</li> <li>Advice around creating H5P activities throughout the Course</li> <li>Implementation of new Moodle Layout; adding in separate section on Virtual Classroom</li> <li>Adding additional student support resources to Moodle Shell</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>Reviewing of Assessment Information</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>Add new Moodle Course Format</li> <li>Added Section on Virtual Classroom with information to students about accessing Adobe Connect</li> </ul>

	<ul style="list-style-type: none"> <li>• Added Student Support Video and Studying Online Document</li> <li>• Meeting with Team on Thursday 30<sup>th</sup> July to discuss needs and BOLD L&amp;T review</li> </ul>
<b>Enhancement Check-in 2</b> <b>progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Provided staff with information about Study Online Hub for students to post in announcements</li> <li>• Provided staff with Online Bootcamp Flyer for Week 3 to post in announcements</li> <li>• Provided specific assistance around converting F2F activity to online activity using Feedback Tool</li> <li>• Meeting scheduled for 6<sup>th</sup> August with staff to discuss further the Virtual Class attendance and progress on Activity creation.</li> </ul>
<b>Enhancement Check-in 3</b> <b>progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Creation of Feedback activity for students to identify items/topics for coverage in Virtual Classrooms</li> <li>• Implemented Adobe Connect work around for recordings</li> <li>• Updated information for students about assessment tasks based on LSA feedback</li> <li>• Set up online marking guides and rubrics with frequently used comments for ease of marking</li> <li>• Meeting scheduled to next week to follow up</li> <li>• Offered professional development on Marking workflow for staff</li> </ul>
<b>Overall Course Coordinator Comments</b>	<p><b>Feedback from Amy Cloughton</b></p> <p><i>I just wanted to say thank you for your help through the course enhancement support project. It's been lovely to work with you and others to help build and streamline EDBED 4010. I found it very beneficial to have your expertise with Moodle to help build interactive elements for student. The use of the feedback tool especially to help develop experiences for students to respond in the online to space to activities and collate information has been particularly helpful. Feedback from Leigh Albon on the assessment tasks helped to refine the task descriptions to improve student understanding of the requirements. The recommendation to provide resources that link to specific course content was a great way to improve the constructive alignment of the course. Overall, I have really appreciated the support of so many different heads coming together on the course to support the development and streamline the course to improve the student experience. Thank you (all) again for your assistance with everything.</i></p> <p><b>Feedback from Tanya Wiggins</b></p> <p><i>Thank you so much for your assistance with developing my skills and knowledge of both navigating and teaching more effectively in the online learning environment for EDBED4010 this semester. It has been really wonderful to work with you to explore the possibilities for engaging students online. I have particularly found the ideas for building online engagement strategies effective as I have had increasing numbers in the Adobe Connect sessions which has been fantastic. Your suggestions for using the feedback tool so that students could have input into the weekly sessions has been a winner. Your guidance with how to use the marking flow and embedding the assessment task rubric into the grading function on Moodle has been really helpful and I think the feedback will be really authentic with the ability to comment on each criteria. Thanks again, it has been fantastic having your support as I learn to engage students more effectively online</i></p>
<b>Overall ADTQ Comments</b>	<p><i>I'd like to congratulate all the staff involved in this enhancement project for being so constructive in developing 'tailor-made' enhancements/enrichment of practice, for the benefit of both students and academics. With all the work the team has undertaken to develop interactive components in the online space, I would strongly suggest that this be shared in the teaching and learning showcase (as well as part of the SoE 'sharing practice' sessions).</i></p>

## School of Science, Psychology and Sports: Associate Dean (Teaching Quality), Dr. Lara Wakeling

Compiled by CLIPP School Learning Designer: Jim Carolan

**Table 5 - Course Enhancement Support Summary - SCCOR 1200 Scientific Communication**

<b>Course Coordinators (CC):</b> Danielle Auldist	<b>Course Enhancement Team Members:</b> , Lara Wakeling (ADTQ), Jim Carolan (LD), Liz O'Connor (LSA), Brendan Dent (LT), Brett Shuttleworth (LT), Nicola Epps (SASS)
<b>Key areas for enhancement: BOLD 3.4</b>	<ul style="list-style-type: none"> <li>• Earlier planning and set-up of tasks</li> <li>• Communication, specifically task instructions (via BOLD review 2019/20, and student feedback)</li> <li>• Focus task to be peer feedback on writing via Q&amp;A forum and Database</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Guidance in task design including forum type options, database design and set-up</li> <li>• Assistance in the set-up of groups and groupings, group selection</li> <li>• Assistance in the wording and communication vehicle(s) for task instructions</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Support Danielle with instructions/exemplars for assessments (oral presentation and scientific writing- Liz; critical analysis –Jen)</li> <li>• Weekly meetings with Danielle, Angela and Greg to discuss course planning</li> <li>• Liaise with Danielle regarding getting contact information for the ASK desk into Moodle course</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Assisted to set up forum, database, choice</li> <li>• Supported to develop instructions for all tasks</li> <li>• LSA, LTTS supported around student technical instructions e.g. ppt narration</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Assisted to set up group messaging, amended database to facilitate next phase</li> <li>• Supported to develop instruction plans for all tasks</li> <li>• LTTS (Brett) supported around student technical instructions e.g. ppt narration</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Assisted CC to amend instructions for peer review submission</li> <li>• Adjusted database to enable multiple submission for peer review</li> <li>• Supported CC to attach rubric to assignment submission to facilitate single point of feedback on learning</li> </ul>
<b>Overall Course Coordinator Comments</b>	<ul style="list-style-type: none"> <li>• <i>Support to set up online tutorial format including use of green tute book and embedding many different resources to make interesting for students (kaltura, youtube, quizzes, URL links, pics to enhance text). (Jim)</i></li> <li>• <i>Support to set up ~290 students into tutes and peer feedback groups, support to learn how to manage Q&amp;A forums. (Jim)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Input into two weeks of lesson plans for green book tutes and arising activities. Input into packaging 4 weeks of activities into an assessment, development of examples. (Liz)</i></li> <li>• <i>Support with technology eg settings, technology, problem solving for specific student issues. (Brendan)</i></li> </ul>
<b>Overall ADTQ Comments</b>	<ul style="list-style-type: none"> <li>• <i>With this course moving completely online the approach to assessments and delivery required reworking, but will be useful in the long term. The support of the team has helped with all aspects.</i></li> <li>• <i>Timing not ideal for this – ideally would begin earlier as it is challenging to implement changes during semester time.</i></li> </ul>

**Table 6 - Course Enhancement Support Summary – SCCHM 2002 Environmental Chemistry**

<b>Course Coordinators (CC):</b> Alison Green	<b>Course Enhancement Team Members:</b> Lara Wakeling (ADTQ), Jim Carolan (LD), Liz O'Connor (LSA), Brendan Dent (LT), Nicola Epps (SASS)
<b>Key areas for enhancement: BOLD 4.4</b>	<ul style="list-style-type: none"> <li>• Developing and enhancing collaborative learning community activities</li> <li>• Ensuring practical tracking and assessment of student activity</li> <li>• Focus task to be weekly forum activities</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Guidance in task design including forum type options and set-up</li> <li>• Discussion around wording and communication vehicle(s) for task instructions</li> <li>• Guidance on options for tracking and assessment of student contributions</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Assistance in the wording and communication vehicle(s) for task instructions</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Discussion around forum choice and design, decided to implement in Module 2</li> <li>• Discussion around tracking requirements e.g. progress bar</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Exploration of forum type for Module 2, Q and A chosen</li> <li>• Brainstorm of forum prompts for engagement, determined scope of activity, prompts to be drawn from existing materials</li> <li>• Discussion of efficient and effective assessment and feedback for learning</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Q&amp;A Forum set up to run over the coming week</li> <li>• Rubric set for assessment</li> <li>• Set for easy roll over of task to following 3 Modules</li> </ul>

<b>Overall Course Coordinator Comments</b>	<ul style="list-style-type: none"> <li>• LD assistance with options and considered choice of Moodle tools was well worthwhile as these were not previously known</li> <li>• LD discussion around considered and efficient assessment for what was a minor (2-3%) task was valued for a busy CC</li> <li>• Timing and timeline so close to (and into) semester caused stress – more could have been obtained (more considered/less harried) if this was communicated earlier and conducted with more time for actual planning prior to semester planning/preparation (Moodle shell readiness)</li> </ul>
<b>Overall ADTQ Comments</b>	<ul style="list-style-type: none"> <li>• Changes will enhance the experience of students in this online course and provide efficiencies for the lecturer, this will be useful in the future.</li> <li>• Timing not ideal for this – ideally would begin earlier as it is challenging to implement changes during semester time.</li> </ul>

**Table 7 - Course Enhancement Support Summary – EXSCI 2175 Exercise Prescription 1**

<b>Course Coordinators (CC):</b> Brendan O'Brien	<b>Course Enhancement Team Members:</b> Ryan Worn (Lecturer), Lara Wakeling (ADTQ), Jim Carolan (LD), Liz O'Connor (LSA), Brendan Dent (LT), Nicola Epps (SASS)
<b>Key areas for enhancement:</b> <b>BOLD 4.3, 4.4, 4.5</b>	<ul style="list-style-type: none"> <li>• Use of Adobe to enhance peer to peer learning opportunities</li> <li>• Use of quizzes for formative learning feedback</li> <li>• These will possibly alternate week to week</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Discussion and advice around learning and assessment activity options</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• CCs did not consider LSA assistance needed and/or viable given short timeline</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Discussion and advice around use of quizzes to provide formative learning feedback</li> <li>• Quizzes created</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Discussion and advice around synchronous activities (Adobe vs Teams) for social-constructivist learning</li> <li>• Adobe chosen as integrated in Moodle</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Quizzes ran successfully</li> <li>• Adobe connect sessions have been run/recorded without issue, good attendance but some reticence from students to talk without considered prompts from lecturers</li> <li>• Regular forum posts have been sent updating students on course progress/content/changes with a pleasing response rate from students</li> </ul>

<b>Overall Course Coordinator Comments</b>	<ul style="list-style-type: none"> <li>• Discussions with LD clarified previous feedback (ADTQ review from 2019) and ensured increased understanding and application in course</li> <li>• Glad completed this process as course was improved through incremental changes based on BOLD checklist informed actions</li> <li>• Timing and timeline made workload management difficult at the busiest time of semester</li> </ul>
<b>Overall ADTQ Comments</b>	<ul style="list-style-type: none"> <li>• Incremental changes (quizzes and clear communication) achieved will be beneficial to the student experience. Useful resources for future offerings.</li> <li>• Working on this prior to the beginning of semester would have been ideal.</li> </ul>

**Table 8 - Course Enhancement Support Summary – EXSCI 3174 Advanced Exercise Science**

<b>Course Coordinator:</b> Andrew Lavender	<b>Course Enhancement Team Members:</b> Lara Wakeling (ADTQ), Jim Carolan, Talia Barrett (LSA), Brendan Dent (LT), Nicola Epps (SASS)
<b>Key areas for enhancement: BOLD 5.6</b>	<ul style="list-style-type: none"> <li>• Focus on better developing student knowledge and skills on lit review and research design</li> <li>• Greater liaison with library and LSA to draw on additional (human) resources and experience</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Discussion and advice around learning and assessment activity options</li> <li>• Connect CC to other support staff – liaison librarian and learning skills advisor</li> </ul>
<b>Support offered by Learning Skills Advisers/other</b>	<ul style="list-style-type: none"> <li>• Liaison Librarian session arranged for support students</li> <li>• CC did not consider LSA assistance viable given short timeline</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Redesign of course section for new approach completed</li> <li>• Communications in place</li> <li>• Course readings set up</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Librarian session planned</li> <li>• Advanced grading discussed with CC</li> <li>• Supported CC to set up rubrics</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Library session conducted by Peggy - was very successful</li> <li>• Supported CC to import Library help book to course for student use</li> <li>• Support CC to convert existing video resource to embedded Kaltura video</li> </ul>

<b>Overall Course Coordinator Comments</b>	<ul style="list-style-type: none"> <li>Referencing and Library session with Peggy Hsu was highly valuable so LD liaison here was good (such 'refresher' sessions would worthwhile for all students each year each year level, like staff PD modules)</li> <li>Good to have dedicated discussions around required adjustments to assessment tasks due to moving online, including support around Moodle groups, submission and feedback via rubrics</li> <li>This short timeline did not allow for substantial reconsideration for this course and would be better communicated and commenced earlier</li> </ul>
<b>Overall ADTQ Comments</b>	<ul style="list-style-type: none"> <li>Great to see that other support staff have been utilised to improve assessments.</li> <li>Ideal to have focussed on adjustments to assessment tasks. Timing meant that more substantial changes were not possible</li> </ul>

**Table 9 - Course Enhancement Support Summary – HEALT 2114 The Health and Cultural Diversity of First Australians**

<b>Course Coordinator (CC):</b> Marlies Alvarenga	<b>Course Enhancement Team Members:</b> Lara Wakeling (ADTQ), Jim Carolan (LD), Liz O'Connor (LSA), Brendan Dent (LT), Nicola Epps (SASS)
<b>Key areas for enhancement: BOLD 4.4</b>	<ul style="list-style-type: none"> <li>Flipping of tutorial activities so that use of Virtual Classroom is most effective</li> <li>Movement of previous "transmission" material from tute to pre-tute activities (e.g. videos into Books)</li> <li>Focus Virtual Classroom on interpersonal learning through discussion etc.</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>Assistance and discussion toward the flipping into pre-tute content</li> <li>Advice/assistance in communications and instructions for above</li> <li>Advice/assistance in synchronous virtual classroom options for tutes</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>Offered support with assessment etc</li> <li>Offered to promote SASS services</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>Examination of previous tute content</li> <li>Identification of content suitable to be flipped into pre-tute activity</li> <li>Development of pre-tute content into Moodle Books</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>Continuation of above (CC)</li> <li>Virtual classroom tutorial sessions set up and run</li> <li>(CC reported Monday session went well, Thursday session had many students having not done pre-tutorial activities)</li> </ul>



<p><b>Enhancement Check-in 3 progress (Week 11 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Extended discussion around strategies to encourage students to engage with pre-tute activities</li> <li>• Support and guidance on addition of Completion Progress block for CC and students to easily check pre-tute activity engagement</li> <li>• Support around set up of Assignment (task 1)</li> </ul>
<p><b>Overall Course Coordinator Comments</b></p>	<ul style="list-style-type: none"> <li>• <i>Jim has been very helpful and the generosity of time scheduled over the 5 weeks allowed us to address urgent matters e.g. assessment submission point set up for (very) early student submission and related grading set up</i></li> <li>• <i>Discussion leading to flipping tutorial activities allowed development of resources (Books including video and H5P) for students to access to pre-prepare in order to fully participate successfully in online tutorials</i></li> </ul>
<p><b>Overall ADTQ Comments</b></p>	<ul style="list-style-type: none"> <li>• <i>Clear focus on assessment has resulted in improvements.</i></li> <li>• <i>Conversion to flipped model is ideal for online delivery of this course. Monitoring the effectiveness of this change throughout the semester will be important.</i></li> </ul>

## School of Health, Associate Dean (Teaching Quality), Dr. Karen Missen

Compiled by CLIPP School Learning Designer: Jess Robertson

**Table 10 - Course Enhancement Support Summary – HLWHS 6000 Contemporary Workplace Health and Safety Practice and Risk**

<b>Course Coordinator (CC):</b> Liz Seaward	<b>Course Enhancement Team Members:</b> Jess Robertson (LD), Adam Barbary (LT), Brett Shuttleworth (LT), Brendan Dent (LT), Talia Barrett (LSA), Daniel North (LSA), Jim Carolan (LD), Steph Rawson (SASS), Tulsa Andrews (Lecturer)
<b>Key areas for enhancement: BOLD T&amp;L Practice Criteria 3.2, , 4.3, 4.4 5.4, 5.8</b>	<ul style="list-style-type: none"> <li>• Develop clear week to week overview of course content and activity requirements</li> <li>• Creating more engaging learning resources and activities</li> <li>• Creating quizzes and Rubrics</li> <li>• Set up Groups for group collaboration</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Training and support to create videos</li> <li>• Design and development of weekly content in Books</li> <li>• Clear organisation of the content to allow self-paced learning</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Development of Assessment Rubrics</li> <li>• <b>BOLD tech:</b> Support with setting up Groups and Groupings for group work</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Design and development of forum activities that encourage peer to peer collaboration</li> <li>• Audit current content for module 3. label required and recommended resources and create easier navigation of learning materials</li> <li>• List learning outcomes within module and activities</li> <li>• <b>BOLD tech:</b> Supported teacher to set up Moodle groups</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Worked through Module 3 content to structure into organised, clear and concise instruction</li> <li>• Worked with teacher to design and develop forum activities for the week 3</li> <li>• Updated broken links for resources, worked with library to install readings widget and sourced video resources to replace text-based content.</li> <li>• Developed Moodle book for week 4, added content and imagery, links to resources and library databases and quiz activities</li> <li>• Updated student resources to provide extra support for short course students</li> <li>• Set up a MS Teams group for learning activity in upcoming modules</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Development of MS Teams activity for weeks 4-6</li> <li>• Design and development of three HP5 resources for Module 4 – PPT content more engaging and interactive</li> <li>• Review of project with Karen Missen and Course Coordinator – planned feedback session and future planning</li> </ul>

**Overall Course Coordinator  
Comments**

*Jess has been the learning designer supporting the short course Graduate Certificate of Health WHS. This has assisted me in a number of ways.*

*Background:*

- The program was still in the very early stages of transition from a fully face to face program to blended when we were advised we had to be fully online*
- We were also transitioning from 4 x 15 credit point courses to 2 x 30 credit point courses. One of which was merging legal and organisational knowledge areas (HLWHS6001).*
- One of the courses HLWHS6000 does not usually run in semester 2*

*This starting point was a little complex and as with most staff we didn't have alot of time. I am also fairly inexperienced with teaching on-line.*

*Jess's support included having someone with the 'technical' learning designer skills having some review of the online materials. Jess was also helpful in talking through ideas for activities and helped give me confidence in trying out different ideas.*

*From a detail perspective Jess was also able to guide the key requirements needed for online delivery - eg ensuring teacher presence, opportunities for interactions online and how to increase clarity for students which requires significantly different approaches to the face to face environment.*

**Overall ADTQ Comments**

*Liz and Jess have worked very hard to make these two courses fully online. It has been a steep learning curve for Liz who has only taught face to face before. The redevelopment of HLWHS6000 and 6001 for the graduate certificate has been stressful and added significant pressure to Liz and Jess's workload. This was all done in a short time frame to offer these courses to be part of the short course offerings in response to the Government incentive package. Liz has had the same difficulties as a lot of the staff with the issues with Adobe Connect and as starting using MS Teams as an alternative for Virtual Classes. Liz has found it beneficial to work with and bounce ideas off Jess which has resulting in a team approach with the sharing of ideas and development of activities and instructions for the students. The weekly feedback mechanism is being used by the students and Liz is using this feedback to enhance her teaching. Engagement by the students in the forums and activities are positive outcomes for both these courses.*

**Table 11 - Course Enhancement Support Summary – HLWHS 6001 Workplace Health and Safety Regulations, Systems & Complexity**

<p><b>Course Coordinator (CC):</b> Liz Seaward</p>	<p><b>Course Enhancement Team Members:</b> Jess Robertson (LD), Adam Barbary (LT), Brett Shuttleworth (LT), Brendan Dent (LT), Talia Barrett (LSA), Daniel North (LSA), Jim Carolan (LD), Steph Rawson (SASS), Tulsa Andrews (Lecturer)</p>
<p><b>Key areas for enhancement</b></p>	<ul style="list-style-type: none"> <li>• High level support for designing new Course.</li> <li>• High level support to identify strategies and tools to enhance online learning activities</li> <li>• Online activity creation (Quizzes, forums, H5P resources), synchronous group work in Adobe Connect</li> <li>• Source and consolidate extra support materials and central support for short course students</li> <li>• PD with learning technologies for online delivery</li> </ul>
<p><b>Support offered by Learning Designers</b></p>	<ul style="list-style-type: none"> <li>• High level support offered in teaching using synchronous technologies</li> <li>• High level support to develop interactive resources and activities</li> <li>• High level support to design course for multiple cohorts, including short course participants</li> </ul>
<p><b>Support offered by Learning Skills Advisers</b></p>	<ul style="list-style-type: none"> <li>• Support materials to assist students develop an annotated bibliography (Talia)</li> <li>• Support for students who have not studied for a long period (short course participants) SASS</li> <li>• <b><u>Bold tech</u></b> to set up groups and forum groups for group work</li> </ul>
<p><b>Enhancement Check-in 1 progress (Week 27 July)</b></p>	<ul style="list-style-type: none"> <li>• Adobe Connect – using breakout room to design activity (PD)</li> <li>• Development of eight quiz activities to be set up to provide immediate feedback</li> <li>• PD to design and use Moodle Books to combine resources and activities</li> <li>• PD to set up activity monitoring in the course</li> <li>• PD using H5P to design interactive resources</li> <li>• <b><u>Bold Tech</u></b> set up Moodle Groups for Group activity (Adam completed)</li> </ul>
<p><b>Enhancement Check-in 2 progress (Week 3 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Updated student resources to provide extra support for short course students</li> <li>• Reviewed and provided feedback on structure and instruction of weekly content</li> <li>• Reviewed week 3 content and developed forum activity and instruction to encourage peer-to-peer learning</li> <li>• Checked-in with teacher on communication and feedback opportunities for students</li> <li>• Provided teacher with resources to develop group activities in MS Teams (set up template)</li> </ul>
<p><b>Enhancement Check-in 3 progress (Week 11 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Set up Microsoft Teams activity for group work</li> <li>• Review of final module content – ensure instruction is clear in Moodle for Teams activity</li> </ul>

	<ul style="list-style-type: none"> <li>• Review of project with Karen Missen and Course Coordinator – planned feedback session and future planning</li> </ul>
<b>Overall Course Coordinator Comments</b>	<p><i>Jess has been the learning designer supporting the short course Graduate Certificate of Health WHS. This has assisted me in a number of ways.</i></p> <p><i>Background:</i></p> <ul style="list-style-type: none"> <li>• <i>The program was still in the very early stages of transition from a fully face to face program to blended when we were advised we had to be fully online</i></li> <li>• <i>We were also transitioning from 4 x 15 credit point courses to 2 x 30 credit point courses. One of which was merging legal and organisational knowledge areas (HLWHS6001).</i></li> <li>• <i>One of the courses HLWHS6000 does not usually run in semester 2</i></li> </ul> <p><i>This starting point was a little complex and as with most staff we didn't have a lot of time. I am also fairly inexperienced with teaching online. Jess's support included having someone with the 'technical' learning designer skills having some review of the online materials. Jess was also helpful in talking through ideas for activities and helped give me confidence in trying out different ideas. From a detail perspective Jess was also able to guide the key requirements needed for online delivery - eg ensuring teacher presence, opportunities for interactions online and how to increase clarity for students which requires significantly different approaches to the face to face environment.</i></p>
<b>Overall ADTQ Comments</b>	<p><i>Liz and Jess have worked very hard to make these two courses fully online. It has been a steep learning curve for Liz who has only taught face to face before. The redevelopment of HLWHS6000 and 6001 for the graduate certificate has been stressful and added significant pressure to Liz and Jess's workload. This was all done in a short time frame to offer these courses to be part of the short course offerings in response to the Government incentive package. Liz has had the same difficulties as a lot of the staff with the issues with Adobe Connect and as starting using MS Teams as an alternative for Virtual Classes. Liz has found it beneficial to work with and bounce ideas off Jess which has resulted in a team approach with the sharing of ideas and development of activities and instructions for the students. The weekly feedback mechanism is being used by the students and Liz is using this feedback to enhance her teaching. Engagement by the students in the forums and activities are positive outcomes for both these courses</i></p>

**Table 12 - Course Enhancement Support Summary – NPHS 1003 Life Span Development for Health A**

<b>Course Coordinator:</b> Apeksha Gohill	<b>Course Enhancement Team Members:</b> Jess Robertson (LD), Adam Barbary (LT), Brett Shuttleworth (LD), Brendan Dent (LD), Talia Barrett (LSA), Daniel North (LSA), Jim Carolan (LD), Steph Rawson (SASS), Tulsa Andrews (Lecturer).
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<p><b>Key areas for enhancement:</b>  <b>Key areas for enhancement:</b>  <b>BOLD Teaching and Learning elements 3.2, 3.4, 3.6, 3.7, 4.1, 4.4, 4.5 &amp; 5.8</b></p>	<ul style="list-style-type: none"> <li>• Transition from didactic type virtual lectures to more self-paced and interactive Moodle books with activities.</li> <li>• Support with designing and developing H5P resources.</li> <li>• Support with online Moodle exams.</li> </ul>
<p><b>Support offered by Learning Designers</b></p>	<ul style="list-style-type: none"> <li>• PD for Creating highly interactive self-paced Moodle Lessons to enhance engagement.</li> <li>• PD for monitoring this engagement and adapting materials.</li> <li>• Guiding the design of exam questions and instruction.</li> </ul>
<p><b>Support offered by Learning Skills Advisers</b></p>	<ul style="list-style-type: none"> <li>• Support with online exams (Talia).</li> <li>• Writing and referencing skills &amp; Clarity around academic integrity (Talia).</li> <li>• SASS support for students undertaking online exams.</li> <li>• BOLD TECH: Support with setting up online Moodle exams to reduce chance of cheating (NOT STARTED – as of 14/08/20)</li> </ul>
<p><b>Enhancement Check-in 1 progress (Week 27 July)</b></p>	<ul style="list-style-type: none"> <li>• Discussion and support to design weekly Moodle Books and activities</li> <li>• Discussion and advice on how to use Moodle Books for online interactivity</li> <li>• Demonstration and support to develop H5P to build interactive quizzes and activities</li> </ul>
<p><b>Enhancement Check-in 2 progress (Week 3 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Review and discuss setting up workflow to manage grading of assessments</li> <li>• LSA presented to students about AIM, referencing and turnitin and paraphrasing</li> <li>• Set up Gradebook for assessments (PD for teacher on setting gradebook)</li> <li>• Review H5P activities (provide feedback on design and instruction)</li> <li>• PD for teacher using assessment workflow</li> </ul>
<p><b>Enhancement Check-in 3 progress (Week 11 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Planned for Friday 14<sup>th</sup> Aug: Look at online Moodle tests and setting up questions to minimise collusion</li> <li>• PD to help Course Coordinator to write more effective quiz questions for an online Moodle test</li> <li>• Review of project with Karen Missen and Course Coordinator – planned feedback session and future planning</li> </ul>
<p><b>Overall Course Coordinator Comments</b></p>	<p><i>I really appreciate getting extra support from Jess Robertson in creating interactive and engaging content in my course. Even though, I have been using Moodle for more than three years, I was not aware of how to use Moodle as a platform to develop interactive content for students. For me, it was just a medium to upload PowerPoint presentations. Over the five weeks of Course Enhancement Project and with support from Jess Robertson, I learned to embed different interactive activities in my course using tools such as H5P, Reflective journal and discussion forum which have been proved to be engaging for students in my course. In my opinion, the only thing that could be improved is to have this support at least a month before semester starts. It is very difficult to change the delivery of content after the semester has started. The support and tools are always there for lecturers but one might not be aware of the support or how to use these tools. Overall, I feel, I now have the support and knowledge of how to use these tools become a better teacher. Please see below feedback from students in my course after I changed the delivery of my course content from didactic to interactive.</i></p>

	<p><i>Thank you, Jess and GCETE course</i></p> <p><i>Student Feedback:</i></p> <ul style="list-style-type: none"> <li>• "I really like the way it was set up!"</li> <li>• "I enjoyed the difference from a typical lecture, more interactive and engaging"</li> <li>• "I liked the mini quizzes that they had the end of the new information"</li> <li>• "the explanatory videos were great!"</li> <li>• "I feel like I took in a lot more breaking it up and the small tests and reflecting"</li> <li>• "It solidified the knowledge"</li> <li>• "I like being able to discuss as a group and learn off others, i think i get a better understanding this way" <i>(this comment is in reference to group activities during tutorial session using Adobe virtual classroom)</i></li> </ul>
<p><b>Overall ADTQ Comments</b></p>	<ul style="list-style-type: none"> <li>• <i>This is the first time NHPHS 1003 has been taught at Federation University and this course was developed for face to face delivery. Jess and Apeksha have met up each week for the last five weeks to enhance online teaching strategies in the learning modules on Moodle.</i></li> <li>• <i>Course enhancement has been impeded due to the fact that the Moodle course was already open and available to students two weeks prior to the start of semester 2 and due to the fact that Apeksha only works two days a week so was already committed to answering students' queries and teaching during this enhancement project timeline.</i></li> <li>• <i>Minor amendments have been adopted by the academic in changing the delivery of the content in this course. Jess has shown Apeksha how to use different techniques to engage her students in both the Virtual classroom and in the Module learning content. The weekly feedback from the students have been positive with these changes and Apeksha will use these changes and techniques throughout the rest of the learning modules.</i></li> </ul>

### **Table 13 - Course Enhancement Support Summary – NURBN 3020 Context of Practice 6: Nursing People Living with Chronic Illness**

<p><b>Course Coordinator (CC):</b> Elise Luders</p>	<p><b>Course Enhancement Team Members:</b> Jess Robertson (LD), Adam Barbary (LT), Brendan Dent (LD), Talia Barrett (LSA), Daniel North (LSA), Jim Carolan (LD), Steph Rawson (SASS), Tulsa Andrews (Lecturer)</p>
<p><b>Key areas for enhancement: BOLD Tech T&amp;L Practices. Criteria 1.1, 1.2 &amp; 1.6.2 &amp; 4.1 &amp; 4.3, 4.4, 4.5</b></p>	<ul style="list-style-type: none"> <li>• Support with developing activities aligned with assessment 3</li> <li>• Support with creating activity instructions and improving assignment instructions</li> <li>• Support to encourage AIM module participation and assistance with assessments</li> </ul>

<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Ensure learning activity instruction is clear to improve engagement in activities</li> <li>• Assist to implement more interaction in Books and reduce heavy passive content.</li> <li>• Assistance with using Kaltura for video tutorials</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Help sheet for debating</li> <li>• Link to study skills website, link to group work</li> <li>• Evaluate short answer questions and provide feedback for 25% assessment</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Change course format to suite new template</li> <li>• Module 1&amp;2 logically organised and ease of navigation</li> <li>• Reduced Module 2 content by developing H5P interactive timeline</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Worked with different staff member on Module 3 to implement design changes (consistent with module 1&amp;2)</li> <li>• Worked through content for week 3, updated content, designed and developed learning activities with teacher for active learning session.</li> <li>• Aligned readings with widget and sourced imagery for better visual design</li> <li>• Re-organised content, tweaked activity instruction and updated links to resources</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Reviewed course readings and resource links and linked to library for Module 4</li> <li>• Created consistent structure and instruction for all activities in Module 4</li> <li>• Provided PD for staff member around providing clear instruction on activities</li> <li>• Provided advice around making activities with peer to peer learning</li> <li>• Added completion tracking and restrictions on activities to allow for monitoring and conditional release</li> <li>• Sourced and replaced non copyright compliant imagery</li> <li>• Added all content videos to Kaltura repository and re linked in content</li> <li>• Review of project with Karen Missen and Course Coordinator – planned feedback session and future planning</li> </ul>
<b>Overall Course Coordinator Comments</b>	<p><i>The course enhancement project offered support for improving online engagement. While this is a beneficial project, the late actioning of the project meant that the Moodle shell had to be opened one module at a time for students so that each could be reviewed and adjusted. Some students like to start on their work early or work through multiple modules consecutively without having to wait for it to be opened – I had a couple of emails from students around this issue. The late actioning of the project caused stress for staff.</i></p> <p><i>In the previous year I had spent considerable time with CLIPP developing up interactive active learning session modules for the Flexi students and this is what we planned to make available for all students. Due to that initiative there was considerable interactive content already available and we did utilise this for all students this semester.</i></p> <p><i>CLIPP (Jess mainly) were however still able to facilitate some changes in the modules themselves and provide support to other staff who were less familiar with the online learning options available and provide them with new skills. CLIPP were also able to support the lead to refresh recollections of the processes. Some revisions of content were made as well.</i></p>



### Overall ADTQ Comments

First the academics teaching and coordinating this course felt stressed with the added direction to have this course involved in this project. Despite this they have engaged well with Jess and have made some minor amendments to the first four modules in this course on Moodle. The academics stated how valuable it was to spend one on one time with Jess to assist them with enhancing the activities and content in the interactive workbooks and assisting them in developing clear instructions for students. There has definitely been an increase in the engagement of students in the forums for each module but there are only a small number of students attending the weekly virtual classrooms, despite them being offered over several days and times.

**Table 14 - Course Enhancement Support Summary – NURBN 2017 The health and Cultural Diversity of First Australians for Nurses**

<b>Course Coordinator:</b> Nicole Mercer	<b>Course Enhancement Team Members:</b> Jess Robertson (LD), Adam Barbary (LT), Brett Shuttleworth (LT), Brendan Dent (LT), Talia Barrett (LSA), Daniel North (LSA), Jim Carolan (LD), Steph Rawson (SASS) and Tulsa Andrews (Lecturer)
<b>Key areas for enhancement: BOLD Tech T&amp;L Practice. Elements 3.1, 4.1, 4.3, 4.4 &amp; 5.3 &amp; 5.8</b>	<ul style="list-style-type: none"> <li>• Setting up monitoring for online activities</li> <li>• Monitoring student progress</li> <li>• PD: Adobe Connect for online group work</li> <li>• Review and update Assessment rubrics</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• PD to support facilitating online activities using virtual classrooms</li> <li>• Support to create formative activities.</li> <li>• monitoring online engagement</li> <li>• Update course for new template design</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Reviewing and adapting current Rubrics for assessments</li> <li>• BOLD tech for reviewing online quizzes and offering support to set up to reduce collusion and cheating (NOT STARTED – as of 14/08/20)</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Change group &amp; Grouping structures in course</li> <li>• Design and integrate online learning forum activity</li> <li>• PD for teaching team to use Adobe Connect to facilitate online classroom activities</li> <li>• Update course for new template design</li> <li>• Update templates in Moodle books using new banners</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Provide advice for alternatives to synchronous tutorials (Abode Connect was not working at a particular stage)</li> <li>• Updated new banners, relinked readings to widget and restructured content to fit into a Moodle book</li> <li>• Reviewed content and instruction and provided suggestions for reorganising content</li> </ul>

	<ul style="list-style-type: none"> <li>• Reviewed activities and assessments (quizzes) identified issues with test questions. Resolved technical and provided advice around reworking assessments.</li> <li>• Provided advice to design alternative learning activities that align with assessments</li> <li>• LSA provided advice for staff member on Group Presentation Rubric</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Update all reading links to Readings widget</li> <li>• Provide advice around constructive alignment of learning activities</li> <li>• Update all banners and create consistent information and instruction throughout modules</li> <li>• Embed all video resources via readings or kaltura</li> <li>• Review of project with Karen Missen and Course Coordinator – planned feedback session and future planning</li> </ul>
<b>Overall Course Coordinator Comments</b>	<p><i>There were many challenges affecting the success of this project, but I feel the benefits of being part of it were profound. It really allowed me to look at the course with a different perspective. This was the influence and expertise of Project Lead, Jess Robertson, and demonstrating valuable experience in highlighting the specific components a course needs to ensure its suitability for the online learning environment, even down to wording and instructions.</i></p> <p><i>What worked well:</i></p> <ul style="list-style-type: none"> <li>• <i>Having set specific areas of focus each week, with clear guidelines on roll-out &amp; items to be actioned;</i></li> <li>• <i>Ensuring wording and instructions were clear and specific;</i></li> <li>• <i>Ensuring links and instructions gave absolute clarity for students, so they had no guess work or could complete activities easily and orderly;</i></li> <li>• <i>Having access to other service and support expertise, e.g., LSA &amp; BOLDTech;</i></li> <li>• <i>Regular catch ups, ensuring smooth communication channels and real-time support;</i></li> <li>• <i>Professional development opportunity for the Teaching Team – the team found it valuable &amp; demystified knowledge gaps, and allowed even experienced academics insight into further functions and capacities in technology (Adobe Connect);</i></li> <li>• <i>Having support from Jess when issues with Adobe Connect were affecting the delivery of learning content. This advice and support was passed on to the students, allowing us to further support them;</i></li> <li>• <i>Focussing on learning objectives and ensuring they match the content;</i></li> <li>• <i>Providing real links for students between learning content, activities and assessments;</i></li> <li>• <i>Learning PD re. using Kaltura and recording lectures/videos;</i></li> <li>• <i>Assistance and guidance to connect with Library re. Course Readings, and assistance from Library;</i></li> <li>• <i>Assistance with ensuring consistency across course and Moodle pages/modules, stream line view allowing less confusion for students;</i></li> </ul>

#### Challenges:

- *Ongoing issues with Adobe Connect, hindering delivery of learning content. The students disengaged, found this ongoing issue frustrating and made many complaints about our lack of infrastructure and technology services. Constant audio issues when live or in recordings hindering quality; and, students & staff being booted off Adobe during classes, with some students not being able to get back in. This issue has made us concerned about putting in place some of the suggestions & PD learnings from Jess, also when we heard other courses having trouble when using the same functions;*
- *Timing of project, with course live and running, very difficult to make any changes or enhancements. With the nature of many Nursing students moving ahead quickly through the modules, not waiting for lecture content and course delivery. This is perhaps due to the interruption that Clinical Placements causes for students, they like to get ahead, or focus on a full course whilst fitting it in with their part-time/full-time work commitments. When moving through Modules, Jess and I found students had worked through up until week 6 of content, disabling us and not allowing us to make changes, or put restrictions on activities, or value-add/change them to be better suited to the online learning environment. We also could not set participation settings for future modules, to ensure student support & staff having an awareness of students at risk. This was perhaps the element that was the biggest hindrance affecting the success of this project;*
- *The course had previously been a common course, coming under the Nursing banner this year for the first time in many years. A large amount of work needed to go into re-designing & ensuring it met Nursing requirements. This included wording, course codes and assessment alignment. Much of this had to occur at the same time as weekly work with Jess, meaning conflict of time priorities and course needs;*
- *Reliance on peers to assist with getting course ready. Their changes at times did not fully reflect best practice advice from Project Lead, and these colleagues did not have the benefit of working with Jess. Course Lead unable to go back and enhance them once published to students;*
- *Lecturer being given the course to lead at a very late date, very close to semester 2 commencement, with nothing commenced or done to get it ready for teaching. The amount of work to do in a short amount of time also affected the availability of time to focus on enhancement, when we just needed to get the course running;*
- *Learning needs of Lecturer, and time commitments spent on 'learning', lessening the availability of time spent 'doing' and putting in place recommendations;*
- *Trying to keep modules closed to enhance them or to close them briefly after opening. Students became upset with this, and confused. At times activities and content changed due to enhancement, meaning a lack of stability and consistency at times.*

#### For the Future:

- *This course will need to be over-hauled again, as Nursing is moving to new curriculum next year, 2021. This will mean that further changes will need to be made, and should be included in course enhancement again, ensuring relevancy and suitability, especially to the online environment.*
- *Further assessment review and modification: to ensure relevancy and suitability for content, whilst also ensuring we address & assess cultural responsiveness in students. It is imperative that this subject allows our students to meet our graduate attributes, and ensure citizenry qualities expected of Federation University graduates. This goes alongside legislative and regulatory registration requirements for Nurses, meeting clear Nursing Standards and Code of Conduct at Registration and beyond, in clinical practice.*

	<ul style="list-style-type: none"> <li>• Lastly, I want to thank Karen Missen for having the insight to allow NURBN 2017 for being part of the project, and for Jess Robertson putting it forward as a course worthy of being included.</li> <li>• Working with Jess was a wonderful experience, and I really value her expertise. I think back to what I knew (or did not know) at the beginning, and recognise the enormous learning curve I have taken. Having said that, I would welcome the opportunity of being part of a project like this again, with NURBN 2017 or another course. I have been able to pass on my learnings to my colleagues, and value add to the student's learning experience.</li> </ul>
<b>Overall ADTQ Comments</b>	<p><i>This course already had the BOLD elements embedded in Moodle so the enhancement involved making this course fully online with more authentic interactive activities and Virtual Classes. Jess worked closely with Nicole as this was the first time Nicole had the responsibility of course lead. The one on one instruction worked well with Nicole gaining confidence in the use of Adobe Connect and the ability to make minor changes throughout the modules to make the navigation through the content more meaningful for the students. As the Moodle shell was already open to students when this project commenced it was difficult to change some of the activities and allow monitoring of the engagement of students within each activity.</i></p>

**Federation Business School, Associate Dean (Teaching Quality), Dr. Helen Weadon**

Compiled by CLIPP School Learning Designer: Kim Pappaluca and Emma Price

**Table 15 - Course Enhancement Support Summary – General Summary from Federation Business School**

<b>Course Codes: Identified Courses are -</b> <ul style="list-style-type: none"> <li>• BUGEN1502 - Business Statistics</li> <li>• BUMKT2602 - Consumer Behaviour</li> <li>• BUACC2603 - Corporate Accounting</li> <li>• BUMGT3702 - Strategic Management</li> </ul>	<b>Course Coordinators (CC):</b> <ul style="list-style-type: none"> <li>• Qingguo Zhai</li> <li>• Vaughan Reimers</li> <li>• Jasvinder Sidhu</li> <li>• Abdul Moyeen</li> </ul>
<b>School:</b> Federation Business School	<b>Course Enhancement Team Members:</b> Kim Pappaluca (LD) Emma Price (LD), Jen Anderson (LSA), Helen Weadon (ADTQ), Clare Duffy (Library)
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>• Course Readings &amp; library guides* - library</li> <li>• Marking Guides/rubrics – LSAs</li> <li>• Layout &amp; instructions for activities and resources – LDs</li> <li>• Communication – ADTQ</li> <li>• Video Captioning - DLAU</li> </ul>

<p><b>Support offered by Learning Designers</b></p>	<ul style="list-style-type: none"> <li>• Instructions for activities and resources</li> <li>• Demonstrated how to create banners for separating information/instructions</li> <li>• Adobe connect in class support</li> <li>• Presented the importance of communication at Discipline group meetings (M&amp;M @ 5/08/2020; Commerce @ 14/08/2020)</li> </ul>
<p><b>Support offered by Learning Skills Advisers</b></p>	<ul style="list-style-type: none"> <li>• Revision of assessment tasks</li> <li>• Recommend ways to present student information in moodle shell or via study skills</li> </ul>
<p><b>Meeting 15/07/2020</b>  <b>Present:</b></p> <ul style="list-style-type: none"> <li>• Kim Pappaluca</li> <li>• Emma Price</li> <li>• Helen Weadon</li> </ul>	<p><b>Meeting Notes:</b></p> <ul style="list-style-type: none"> <li>• Data from Course Review Project and Student Survey from SEM1 used to identify courses that need support</li> <li>• Considerations were given to a range of year levels, different discipline areas and staff who have had limited engagement with PD and/or Moodle development</li> <li>• 5 Courses identified (see above)</li> <li>• Data from Course review Project helped identify key areas for enhancement for all courses and how different support staff could assist in areas of expertise (see above)</li> <li>• To review action items next week</li> </ul> <p><b>Action items:</b></p> <ol style="list-style-type: none"> <li>1. Helen to confirm courses with Discipline Leaders</li> <li>2. Helen to email all identified staff re. Participation in Course Enhancement project. (Email outlined below)</li> <li>3. EP to email LSA and Library (See email below)</li> <li>4. Set up Microsoft Teams place for shared files</li> </ol>
<p><b>Meeting 20/07/2020</b>  <b>Present:</b></p> <ul style="list-style-type: none"> <li>• Kim Pappaluca</li> <li>• Emma Price</li> <li>• Helen Weadon</li> </ul>	<p><b>Meeting Notes:</b></p> <ul style="list-style-type: none"> <li>• Confirmed team and next steps with nominated courses/staff.</li> <li>• New MS Team setup with docs, Nina F given access</li> </ul>
<p><b>Actions 27/07/2020</b></p>	<ul style="list-style-type: none"> <li>• BOLD T&amp;L Practices emailed to nominate CCs to complete and return by 30/7/20.</li> </ul>
<p><b>Meeting 03/08/2020</b>  <b>Present:</b></p> <ul style="list-style-type: none"> <li>• Kim Pappaluca</li> <li>• Emma Price</li> <li>• Helen Weadon</li> </ul>	<p><b>Meeting Notes:</b></p> <ul style="list-style-type: none"> <li>• Reviewed submitted BOLD L&amp;T Practices documents from staff (x4)</li> <li>• Identified key areas for enhancement – Communication, instructions around resources and activities, reviewing assessment task information.</li> </ul> <p><b>Action items:</b></p>

1. Set up meetings with all staff for this week to discuss approaches for enhancement
2. Liaise with LSA's to review assessment information and provide feedback (See email below)
3. LD's to further review shells to identify where trouble spots are.
4. Identify any PD running that would be advantageous for staff to participate in.

**Table 16 - Course Enhancement Support Summary – BUMGT3702 Strategic Management**

<b>Course Coordinator (CC):</b> Abdul Moyeen	<b>Course Enhancement Team Members:</b> Kim Pappaluca (LD) Emma Price (LD), Jen Anderson (LSA), Helen Weadon (ADTQ), Clare Duffy (Library)
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>• Course Readings &amp; library guides* - library</li> <li>• Assessment information for students in CD – LSAs</li> <li>• Layout &amp; instructions for activities and resources – LDs</li> <li>• Communication – ADTQ</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Adobe Connect teaching; students' ability to access recordings</li> <li>• Communication strategies for learning resources and activities</li> <li>• Using moodle to allocate groups for Assessment Task 2 – including set up and how to utilise groups for group work online</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Reviewed CD</li> <li>• Provided feedback re. Assessment task information to students</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Discussion about Adobe Connect for engaging students</li> <li>• Reviewed CD</li> <li>• Reviewed/discussed activities for students</li> <li>• Discussed the importance of Course Readings for Copyright. CR is set up but could be better used.</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Issues with using Adobe Connect – especially recordings for student review. Required tech support to find a work-around.</li> <li>• Revision of activities set up</li> <li>• Concern with the use of Publisher ppt ... not used in teaching on Adobe Connect, but as a resource for students</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Setting up groups and groupings for Assessment task. Moodle is used to randomly allocate students to groups</li> <li>• Still Issues with using Adobe Connect – especially recordings for student review. Work-around has been found but requires LD support</li> </ul>

<b>Overall Course Coordinator Comments</b>	<ul style="list-style-type: none"> <li>• CC commented that there had been several CCs in the past – and this opportunity felt like first improvements for this course.</li> <li>• With guidance from LD, course slides are being redesigned, particularly attributing any publisher materials within own slides, and using template.</li> <li>• Activities and course readings being assigned for each week – finding that students are quite engaged with new activities (forums and videos).</li> <li>• Planning for further improvements in next delivery.</li> </ul>
<b>Overall ADTQ Comments</b>	<ul style="list-style-type: none"> <li>• It has been pleasing to see the enhancement of this course taking place. The use of Group and Groupings is the next step in the use of Moodle to facilitate group work and the opportunity to engage more meaningfully with the students is something that will need to continue to develop.</li> </ul>

**Table 17 - Course Enhancement Support Summary – BUMKT2602: Consumer Behaviour**

<b>Course Coordinator:</b> Vaughan Reimers	<b>Course Enhancement Team Members:</b> Kim Pappaluca (LD) Emma Price (LD), Jen Anderson (LSA), Helen Weadon (ADTQ), Clare Duffy (Library)
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>• Course Readings &amp; library guides* - library</li> <li>• Assessment information for students in CD – LSAs</li> <li>• Layout &amp; instructions for activities and resources – LDs</li> <li>• Communication – LDs</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Adobe connect training</li> <li>• Communication strategies for students</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Reviewed CD</li> <li>• Provided feedback re. Assessment task information to students</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Adobe connect training – sharing documents, strategies for engaging students in AdC, how to use whiteboards and different pods to enhance activities (28/07/2020 - KP)</li> <li>• Reviewed CD and assessment tasks</li> <li>• Importance of a welcome message starting off the course (in folder)</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Issues with using Adobe Connect – a backup plan was created for student engagement</li> <li>• LD watched the session due to AC issues – great engagement from VR to students. Lots of preparation prior to AC which ensured a smooth session for students.</li> <li>• Communication strategies discussed at Management &amp; Marketing Discipline Group meeting.</li> </ul>

<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>No comment</li> </ul>
<b>Overall Course Coordinator Comments</b>	<ul style="list-style-type: none"> <li><i>Found the BOLD checklist “incredibly helpful. I know there are other resources available to help guide our teaching and Moodle-site development, but they are often too 'wordy' and don't encourage the same in-depth self-reflection that rating your own materials does. That checklist served as a time-efficient, all-inclusive document that provided weeks of helpful outcomes, and yet only took a few minutes to work through. I also found it more motivating to see for myself what could be improved (as opposed to being TOLD what to improve). In addition, the checklist provided specific, actionable guidance. For example, as a result of that list, I was able to identify at least half-a-dozen missing elements, that then became the key content of my Letter of Introduction to students. Whilst I later received praise from my colleagues for that letter, it was entirely inspired by that checklist and the guidance of [the LDs]”.</i></li> <li><i>“I found the CEP to be very beneficial. The self-reflection, self-rating checklist, in particular, really inspired measurable improvements in my two Moodle sites”</i></li> </ul>
<b>Overall ADTQ Comments</b>	<ul style="list-style-type: none"> <li><i>So pleased that the BOLD checklist was useful – it is a great framework for the development of courses. Your welcome is one that we would like to showcase as best practice.</i></li> </ul>

**Table 18 - Course Enhancement Support Summary – BUACC2603 Corporate Accounting**

<b>Course Coordinator (CC):</b> Jasvinder Sidhu	<b>Course Enhancement Team Members:</b> Kim Pappaluca (LD) Emma Price (LD), Jen Anderson (LSA), Helen Weadon (ADTQ), Clare Duffy (Library)
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>Course Readings &amp; library guides* - library</li> <li>Assessment information for students in CD – LSAs</li> <li>Layout &amp; instructions for activities and resources – LDs</li> <li>Communication – LDs</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>Layout of material, including clear instructions for students and how they should interact with the content (20/07/2020 - KP)</li> <li>Adobe Connect support – help with accessing recordings for students. Discussed how to be use them re. Layout and best access for students</li> <li>Communication strategies discussed at discipline meeting (14/08/2020)</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>Reviewed CD with a focus on assessment tasks and instructions to students</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>Layout of material, including clear instructions for students and how they should interact with the content (20/07/2020 - KP)</li> <li>Adobe Connect support – help with setting up</li> </ul>



	<ul style="list-style-type: none"> <li>• Importance of banners for separating content</li> <li>• Welcome to students</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Effort put into developing recordings for student understanding</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Communication strategies discussed at discipline meeting (14/08/2020)</li> <li>• Adobe Connect support – help with accessing recordings for students. Discussed how to be use them re. Layout and best access for students (10/08/2020)</li> <li>• Help with setting up groups for Assessment tasks and enabling students to communicate.</li> <li>• LDs supported CC with 'how to' documents for students.</li> </ul>
<b>Overall Course Coordinator Comments</b>	<ul style="list-style-type: none"> <li>• <i>"I have been able to record videos and share them overcoming issues with Adobe Connect."</i></li> <li>• <i>"The format of Moodle shell is much better because Kim has been assisting me. It has made teaching more efficient and students are finding it easier too."</i></li> </ul>
<b>Overall ADTQ Comments</b>	<i>It has been great to see you adopt the technologies afforded by the Uni to enhance your course. I would like you to continue working with the LDs on the other course shells that you have.</i>

**Table 19 - Course Enhancement Support Summary – BUGEN1502 Business Statistics**

<b>Course Coordinator (CC):</b> Qingguo Zhai	<b>Course Enhancement Team Members:</b> Kim Pappaluca (LD) Emma Price (LD), Jen Anderson (LSA), Helen Weadon (ADTQ), Clare Duffy (Library)
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>• Course Readings &amp; library guides* - library</li> <li>• Assessment information for students in CD – LSAs</li> <li>• Layout &amp; instructions for activities and resources – LDs</li> <li>• Communication – LDs</li> <li>• Video captioning – DLAU</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Revision of CD and assessment task information outlined for students. Tracked changes and comments were added to the document and provided to CC &amp; discipline leader. (28/07/2020 - KP)</li> <li>• Kaltura revision</li> <li>• Communication strategies for learning resources and activities</li> </ul>

<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Reviewed CD</li> <li>• Provided feedback re. Assessment task information to students</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Reviewed CD</li> <li>• Reviewed/discussed activities for students including how they can be set up.</li> <li>• Discussed ensuring staff engagement with the moodle activities</li> <li>• Discussed the importance of videos for student engagement. CC has developed a variety of videos for students and is continuing to do so.</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Effort put into developing recordings for student understanding</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Communication strategies discussed at discipline meeting (14/08/2020)</li> <li>• Effort put into developing recordings for student understanding</li> </ul>
<b>Overall Course Coordinator Comment</b>	<ul style="list-style-type: none"> <li>• <i>CC currently unavailable to add feedback</i></li> </ul>
<b>Overall ADTQ Comments</b>	<ul style="list-style-type: none"> <li>• <i>Qingguo thank you for your time to date – it will be important that you continue to work with the LDs – you have made some progress and it will be helpful for you to engage with both Emma &amp; Kim regularly. Let’s see if we can enhance this Shell over the semester.</i></li> </ul>

## School of Engineering, Information Technology and Physical Sciences, Associate Dean (Teaching Quality), Associate Professor Kim Dowling

Compiled by CLIPP School Learning Designer: Sara Warren

**Table 20 - Course Enhancement Support Summary – MREGC 5003 Industrial techniques in maintenance management**

<b>Course Coordinator:</b> Gopi Chattopadhyay	<b>Course Enhancement Team Members:</b> Sara Warren (LD), Bernadette Willans (LSA) Martin Davies (LSA), Jen Anderson (LSA), April Rowsell (Admin), Helen Heawood (Library), Cameron Maher (LT), Jaimee Westin (Dig Prod) and Eammon Jones (Dig Prod).
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>Improved course structure in line with SEITPS direction</li> <li>Use of correct copyright statements</li> <li>New assignment portals</li> <li>Use of course readings</li> <li>Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>Implement new course structure</li> <li>Add new assignment portals</li> <li>Add course readings widget</li> <li>Provide information to course coordinators on linking in with Course Readings and Copyright teams.</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<b>Support offered by Copyright and Course Readings</b>	<ul style="list-style-type: none"> <li>Assist with the implementation of course readings</li> <li>Check the need for correct copyright statements</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>Organised an MSTeams area for the development.</li> <li>Enrolled all relevant staff into the area.</li> <li>Spoke with SEITPS leadership and clarified roles</li> <li>Spoke with Program Coordinator and organised a time to meet.</li> <li>Started collecting and collating relevant documents for the rest of the team members.</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>Started reviewing course using BOLD L&amp;T Practices document.</li> <li>Met with project team and discussed the roles and responsibilities</li> <li>Sent out relevant documents for the rest of the team members to review and provide advice.</li> </ul>

	<ul style="list-style-type: none"> <li>• Created a template development shell for the course</li> <li>• Added a course readings widget to the shell.</li> <li>• Provided an updated and correct version of the copyright statement within the shell.</li> <li>• Added a Welcome book that provides students with all the potential support areas they may require.</li> <li>• Correct copyright statements included in course and study guide materials.</li> <li>• Updated the template of the course and study guide documents.</li> </ul>
<p><b>Enhancement Check-in 3 progress (Week 11 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Continued reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed more specific requirements and outcomes needed, outlined due date.</li> <li>• Backed up and restored courses in a DEV shell environment for restructuring.</li> <li>• Deleted old content</li> <li>• Sent email to Program Coordinator, Course Coordinator and ADTQ about the impending changes and their need to communicate with students about this.</li> <li>• Met with CM to outline process for restructuring course whilst retaining student enrolments, discussion forums, completed assessment and staff.</li> <li>• Will discuss with Helen Heawood after changes have been made, for copyright review and advice.</li> <li>• Contacted Program Coordinator to delete and modify content before making shells live to students.</li> </ul>
<p><b>Overall Program Coordinator Comments</b> Gopi Chattopadhyay</p>	<ul style="list-style-type: none"> <li>• The Branding with Fed Uni, New School name and new front page, resolving copyright issues from Monash to Fed Uni transition, formatting of course guides and lecture notes for consistent look and Moodle page uplift are great.</li> <li>• The help and guidance offered by CLIPP team is excellent.</li> <li>• Communication in the group during this tight timeline and extremely high workload was nice and did work.</li> <li>• This complex project with so many aspects was completed reasonably fast.</li> <li>• Documents are now looking nice with same format.</li> <li>• Course branding, formatting and Moodle enhancement will definitely have positive impact.</li> <li>• Moodle is now easier to organise and structure the course.</li> <li>• I believe it will make it easier to the students for expect things in same place for all courses.</li> <li>• We hope this project does not end here and is considered for roll out to ALL other MRE courses so that student experience will be enhanced across all courses of the MRE Programmes.</li> <li>• Programmes are: Grad Cert Maintenance Management, Grad Cert Reliability Engineering, Grad Dip and Masters.</li> <li>• Courses are: MREGC5001, 5002, 5003, 5004, 5005, 5006, 5007, 5008, 5101, 5102, 5103, 5104 including four courses in current lot)</li> <li>• One suggestion for any complex projects like this is to avoid transition during middle of semester for rolling out.</li> <li>• One Lecturer still has challenge to access the Development Shell due to IT related technical issue and others had some challenges.</li> <li>• The prosed transition during semester break will reduce the risk of any adverse impact.</li> <li>• I, along with MRE Team, strongly recommend that we should do similar work for remaining MRE courses and roll out by Sem 1 and 2 of 2021 (for Sem 2 course if not completed by Sem1).</li> </ul>

	<ul style="list-style-type: none"> <li>• I once again thank CLIPP Team along with MRE team, encouragements and supports from Andrew, Kim, Shyh Wei and Syed and ongoing efforts with long hours of all of us in making it work.</li> <li>• Let us celebrate the success of this excellent team work.</li> </ul>
<b>Overall ADTQ Comments</b> Kim Dowling	<ul style="list-style-type: none"> <li>• The intensity of the project proved to be quite effective.</li> <li>• The timing of the project was not optimal especially during the semester.</li> <li>• The process has inspired many ideas and ways to engage with staff around curriculum renewal. The school needs to engage with CLIPP to make this a normal part of our business.</li> <li>• This project worked well due to the prior knowledge and understanding of the program by the Learning Designer. In any future projects, this prior scoping is essential and should have the appropriate time allocation.</li> <li>• I see great advantage in any future curriculum enhancement project focussing on a specific component (e.g. first year or grad cert – something that can be looked at with a single line of sight) of a single program.</li> <li>• Seeing an entire CLIPP team working on a single project was quite inspirational. This should be a template to working together in the future and extend to the ethos of working with the academy.</li> <li>• It would be great to get some student feedback after the end of the semester.</li> </ul>

**Table 21 - Course Enhancement Support Summary – MREGC 5004 Asset management techniques**

<b>Course Coordinator:</b> Allen Tam	<b>Course Enhancement Team Members:</b> Sara Warren (LD), Bernadette Willans (LSA) Martin Davies (LSA), Jen Anderson (LSA), April Rowsell (Admin), Helen Heawood (Library), Cameron Maher (LT), Jaimee Westin (Dig Prod) and Eammon Jones (Dig Prod).
<b>Key areas for enhancement:</b>	<ul style="list-style-type: none"> <li>• Improved course structure in line with SEITPS direction</li> <li>• Use of correct copyright statements</li> <li>• New assignment portals</li> <li>• Use of course readings</li> <li>• Review and suggest improvements for rubrics and/or marking guide</li> </ul>
<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Implement new course structure</li> <li>• Add new assignment portals</li> <li>• Add course readings widget</li> <li>• Provide information to course coordinators on linking in with Course Readings and Copyright teams.</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Organised an MS Teams area for the development.</li> <li>• Enrolled all relevant staff into the area.</li> </ul>

	<ul style="list-style-type: none"> <li>• Spoke with SEITPS leadership and clarified roles</li> <li>• Spoke with Program Coordinator and organised a time to meet.</li> <li>• Started collecting and collating relevant documents for the rest of the team members</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Started reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed the roles and responsibilities</li> <li>• Sent out relevant documents for the rest of the team members to review and provide advice.</li> <li>• Created a template development shell for the course</li> <li>• Added a course readings widget to the shell.</li> <li>• Provided an updated and correct version of the copyright statement within the shell.</li> <li>• Added a Welcome book that provides students with all the potential support areas they may require.</li> <li>• Correct copyright statements included in course and study guide materials.</li> <li>• Updated the template of the course and study guide documents.</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Continued reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed more specific requirements and outcomes needed, outlined due date.</li> <li>• Backed up and restored courses in a DEV shell environment for restructuring.</li> <li>• Deleted old content</li> <li>• Sent email to Program Coordinator, Course Coordinator and ADTQ about the impending changes and their need to communicate with students about this.</li> <li>• Met with CM to outline process for restructuring course whilst retaining student enrolments, discussion forums, completed assessment and staff.</li> <li>• Will discuss with Helen Heawood after changes have been made, for copyright review and advice.</li> <li>• Contacted Program Coordinator to delete and modify content before making shells live to students</li> </ul>
<b>Overall Program Coordinator Comments</b> Gopi Chattopadhyay	<ul style="list-style-type: none"> <li>• The Branding with Fed Uni, New School name and new front page, resolving copyright issues from Monash to Fed Uni transition, formatting of course guides and lecture notes for consistent look and Moodle page uplift are great.</li> <li>• The help and guidance offered by CLIPP team is excellent.</li> <li>• Communication in the group during this tight timeline and extremely high workload was nice and did work.</li> <li>• This complex project with so many aspects was completed reasonably fast.</li> <li>• Documents are now looking nice with same format.</li> <li>• Course branding, formatting and Moodle enhancement will definitely have positive impact.</li> <li>• Moodle is now easier to organise and structure the course.</li> <li>• I believe it will make it easier to the students for expect things in same place for all courses.</li> <li>• We hope this project does not end here and is considered for roll out to ALL other MRE courses so that student experience will be enhanced across all courses of the MRE Programmes.</li> <li>• Programmes are: Grad Cert Maintenance Mgmt, Grad Cert Reliability Engg, Grad Dip and Masters.</li> </ul>

- Courses are: MREGC5001, 5002, 5003, 5004, 5005, 5006, 5007, 5008, 5101, 5102, 5103, 5104 including four courses in current lot)
- One suggestion for any complex projects like this is to avoid transition during middle of semester for rolling out.
- One Lecturer still has challenge to access the Dev Shell due to IT related technical issue and others had some challenges.
- The proposed transition during semester break will reduce the risk of any adverse impact. [SEP]
- I, along with MRE Team, strongly recommend that we should do similar work for remaining MRE courses and roll out by Sem 1 and 2 of 2021 (for Sem 2 course if not completed by Sem1).
- I once again thank CLIPP Team along with MRE team, encouragements and supports from Andrew, Kim, Shyh Wei and Syed and ongoing efforts with long hours of all of us in making it work.
- Let us celebrate the success of this excellent team work.

#### Overall ADTQ Comments

Kim Dowling

- The intensity of the project proved to be quite effective.
- The timing of the project was not optimal especially during the semester.
- The process has inspired many ideas and ways to engage with staff around curriculum renewal. The school needs to engage with CLIPP to make this a normal part of our business.
- This project worked well due to the prior knowledge and understanding of the program by the Learning Designer. In any future projects, this prior scoping is essential and should have the appropriate time allocation.
- I see great advantage in any future curriculum enhancement project focussing on a specific component (e.g. first year or grad cert – something that can be looked at with a single line of sight) of a single program.
- Seeing an entire CLIPP team working on a single project was quite inspirational. This should be a template to working together in the future and extend to the ethos of working with the academy.
- It would be great to get some student feedback after the end of the semester

**Table 22 - Course Enhancement Support Summary – MREGC 5006 Machine condition monitoring and fault diagnosis**

<p><b>Course Coordinator:</b> Gopi Chattopadhyay/ Vickram Chandhoo</p>	<p><b>Course Enhancement Team Members:</b> Sara Warren (LD), Bernadette Willans (LSA) Martin Davies (LSA), Jen Anderson (LSA), April Rowsell (Admin), Helen Heawood (Library), Cameron Maher (LT), Jaimee Westin (Dig Prod) and Eammon Jones (Dig Prod).</p>
<p><b>Key areas for enhancement:</b></p>	<ul style="list-style-type: none"> <li>• Improved course structure in line with SEITPS direction</li> <li>• Use of correct copyright statements</li> <li>• New assignment portals</li> <li>• Use of course readings</li> <li>• Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<p><b>Support offered by Learning Designers</b></p>	<ul style="list-style-type: none"> <li>• Implement new course structure</li> <li>• Add new assignment portals</li> <li>• Add course readings widget</li> <li>• Provide information to course coordinators on linking in with Course Readings and Copyright teams.</li> </ul>
<p><b>Support offered by Learning Skills Advisers</b></p>	<ul style="list-style-type: none"> <li>• Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<p><b>Enhancement Check-in 1 progress (Week 27 July)</b></p>	<ul style="list-style-type: none"> <li>• Organised an MSTeams area for the development.</li> <li>• Enrolled all relevant staff into the area.</li> <li>• Spoke with SEITPS leadership and clarified roles</li> <li>• Spoke with Program Coordinator and organised a time to meet.</li> <li>• Started collecting and collating relevant documents for the rest of the team members.</li> </ul>
<p><b>Enhancement Check-in 2 progress (Week 3 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Started reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed the roles and responsibilities</li> <li>• Sent out relevant documents for the rest of the team members to review and provide advice.</li> <li>• Created a templated development shell for the course</li> <li>• Added a course readings widget to the shell.</li> <li>• Provided an updated and correct version of the copyright statement within the shell.</li> <li>• Added a Welcome book that provides students with all the potential support areas they may require.</li> </ul>



	<ul style="list-style-type: none"> <li>• Correct copyright statements included in course and study guide materials.</li> <li>• Updated the template of the course and study guide documents.</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Continued reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed more specific requirements and outcomes needed, outlined due date.</li> <li>• Backed up and restored courses in a DEV shell environment for restructuring.</li> <li>• Deleted old content</li> <li>• Sent email to Program Coordinator, Course Coordinator and ADTQ about the impending changes and their need to communicate with students about this.</li> <li>• Met with CM to outline process for restructuring course whilst retaining student enrolments, discussion forums, completed assessment and staff.</li> <li>• Will discuss with Helen Heawood after changes have been made, for copyright review and advice.</li> <li>• Contacted Program Coordinator to delete and modify content before making shells live to students.</li> </ul>
<b>Overall Program Coordinator Comments</b>  Gopi Chattopadhyay	<ul style="list-style-type: none"> <li>• The Branding with Fed Uni, New School name and new front page, resolving copyright issues from Monash to Fed Uni transition, formatting of course guides and lecture notes for consistent look and Moodle page uplift are great.</li> <li>• The help and guidance offered by CLIPP team is excellent.</li> <li>• Communication in the group during this tight timeline and extremely high workload was nice and did work.</li> <li>• This complex project with so many aspects was completed reasonably fast.</li> <li>• Documents are now looking nice with same format.</li> <li>• Course branding, formatting and Moodle enhancement will definitely have positive impact.</li> <li>• Moodle is now easier to organise and structure the course.</li> <li>• I believe it will make it easier to the students for expect things in same place for all courses.</li> <li>• We hope this project does not end here and is considered for roll out to ALL other MRE courses so that student experience will be enhanced across all courses of the MRE Programmes.</li> <li>• Programmes are: Grad Cert Maintenance Management, Grad Cert Reliability Engineering, Grad Dip and Masters.</li> <li>• Courses are: MREGC5001, 5002, 5003, 5004, 5005, 5006, 5007, 5008, 5101, 5102, 5103, 5104 including four courses in current lot)</li> <li>• One suggestion for any complex projects like this is to avoid transition during middle of semester for rolling out.</li> <li>• One Lecturer still has challenge to access the Dev Shell due to IT related technical issue and others had some challenges.</li> <li>• The prosed transition during semester break will reduce the risk of any adverse impact.</li> <li>• I, along with MRE Team, strongly recommend that we should do similar work for remaining MRE courses and roll out by Sem 1 and 2 of 2021 (for Sem 2 course if not completed by Sem1).</li> </ul>

	<ul style="list-style-type: none"> <li>• I once again thank CLIPP Team along with MRE team, encouragements and supports from Andrew, Kim, Shyh Wei and Syed and ongoing efforts with long hours of all of us in making it work.</li> <li>• Let us celebrate the success of this excellent team work.</li> </ul>
<p><b>Overall ADTQ Comments</b></p> <p>Kim Dowling</p>	<ul style="list-style-type: none"> <li>• The intensity of the project proved to be quite effective.</li> <li>• The timing of the project was not optimal especially during the semester.</li> <li>• The process has inspired many ideas and ways to engage with staff around curriculum renewal. The school needs to engage with CLIPP to make this a normal part of our business.</li> <li>• This project worked well due to the prior knowledge and understanding of the program by the Learning Designer. In any future projects, this prior scoping is essential and should have the appropriate time allocation.</li> <li>• I see great advantage in any future curriculum enhancement project focussing on a specific component (e.g. first year or grad cert – something that can be looked at with a single line of sight) of a single program.</li> <li>• Seeing an entire CLIPP team working on a single project was quite inspirational. This should be a template to working together in the future and extend to the ethos of working with the academy.</li> <li>• It would be great to get some student feedback after the end of the semester</li> </ul>

**Table 23 - Course Enhancement Support Summary – MREGC 5007 Risk Engineering**

<p><b>Course Coordinator:</b> Kyoumars Bahram</p>	<p><b>Course Enhancement Team Members:</b> Sara Warren (LD), Bernadette Willans (LSA) Martin Davies (LSA), Jen Anderson (LSA), April Rowsell (Admin), Helen Heawood (Library), Cameron Maher (LT), Jaimee Westin (Dig Prod) and Eammon Jones (Dig Prod).</p>
<p><b>Key areas for enhancement:</b></p>	<ul style="list-style-type: none"> <li>• Improved course structure in line with SEITPS direction</li> <li>• Use of correct copyright statements</li> <li>• New assignment portals</li> <li>• Use of course readings</li> <li>• Review and suggest improvements for rubrics and/or marking guides</li> </ul>

<b>Support offered by Learning Designers</b>	<ul style="list-style-type: none"> <li>• Implement new course structure</li> <li>• Add new assignment portals</li> <li>• Add course readings widget</li> <li>• Provide information to Course coordinators on linking in with Course Readings and Copyright teams.</li> </ul>
<b>Support offered by Learning Skills Advisers</b>	<ul style="list-style-type: none"> <li>• Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<b>Enhancement Check-in 1 progress (Week 27 July)</b>	<ul style="list-style-type: none"> <li>• Organised an MS Teams area for the development.</li> <li>• Enrolled all relevant staff into the area.</li> <li>• Spoke with SEITPS leadership and clarified roles</li> <li>• Spoke with Program Coordinator and organised a time to meet.</li> <li>• Started collecting and collating relevant documents for the rest of the team members.</li> </ul>
<b>Enhancement Check-in 2 progress (Week 3 Aug)</b>	<ul style="list-style-type: none"> <li>• Started reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed the roles and responsibilities</li> <li>• Sent out relevant documents for the rest of the team members to review and provide advice.</li> <li>• Created a templated development shell for the course</li> <li>• Added a course readings widget to the shell.</li> <li>• Provided an updated and correct version of the copyright statement within the shell.</li> <li>• Added a Welcome book that provides students with all the potential support areas they may require.</li> <li>• Correct copyright statements included in course and study guide materials.</li> <li>• Updated the template of the course and study guide documents</li> </ul>
<b>Enhancement Check-in 3 progress (Week 11 Aug)</b>	<ul style="list-style-type: none"> <li>• Continued reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed more specific requirements and outcomes needed, outlined due date.</li> <li>• Backed up and restored courses in a DEV shell environment for restructuring.</li> <li>• Deleted old content</li> <li>• Sent email to Program Coordinator, Course Coordinator and ADTQ about the impending changes and their need to communicate with students about this.</li> <li>• Met with CM to outline process for restructuring course whilst retaining student enrolments, discussion forums, completed assessment and staff.</li> <li>• Will discuss with Helen Heawood after changes have been made, for copyright review and advice.</li> <li>• Contacted Program Coordinator to delete and modify content before making shells live to students.</li> </ul>

**Overall Program Coordinator Comments**

Gopi Chattopadhyay

- The Branding with Fed Uni, New School name and new front page, resolving copyright issues from Monash to Fed Uni transition, formatting of course guides and lecture notes for consistent look and Moodle page uplift are great.
- The help and guidance offered by CLIPP team is excellent.
- Communication in the group during this tight timeline and extremely high workload was nice and did work.
- This complex project with so many aspects was completed reasonably fast.
- Documents are now looking nice with same format.
- Course branding, formatting and Moodle enhancement will definitely have positive impact.
- Moodle is now easier to organise and structure the course.
- I believe it will make it easier to the students for expect things in same place for all courses.
- We hope this project does not end here and is considered for roll out to ALL other MRE courses so that student experience will be enhanced across all courses of the MRE Programmes.
- Programmes are: Grad Cert Maintenance Management, Grad Cert Reliability Engineering, Grad Dip and Masters.
- Courses are: MREGC5001, 5002, 5003, 5004, 5005, 5006, 5007, 5008, 5101, 5102, 5103, 5104 including four courses in current lot)
- One suggestion for any complex projects like this is to avoid transition during middle of semester for rolling out.
- One Lecturer still has challenge to access the Dev Shell due to IT related technical issue and others had some challenges.
- The prosed transition during semester break will reduce the risk of any adverse impact.
- I, along with MRE Team, strongly recommend that we should do similar work for remaining MRE courses and roll out by Sem 1 and 2 of 2021 (for Sem 2 course if not completed by Sem1).
- I once again thank CLIPP Team along with MRE team, encouragements and supports from Andrew, Kim, Shyh Wei and Syed and ongoing efforts with long hours of all of us in making it work.
- Let us celebrate the success of this excellent team work.

**Overall ADTQ Comments**

Kim Dowling

- The intensity of the project proved to be quite effective.
- The timing of the project was not optimal especially during the semester.
- The process has inspired many ideas and ways to engage with staff around curriculum renewal. The school needs to engage with CLIPP to make this a normal part of our business.
- This project worked well due to the prior knowledge and understanding of the program by the Learning Designer. In any future projects, this prior scoping is essential and should have the appropriate time allocation.
- I see great advantage in any future curriculum enhancement project focussing on a specific component (e.g. first year or grad cert – something that can be looked at with a single line of sight) of a single program.
- Seeing an entire CLIPP team working on a single project was quite inspirational. This should be a template to working together in the future and extend to the ethos of working with the academy.
- It would be great to get some student feedback after the end of the semester.

**Table 24 - Course Enhancement Support Summary – MREGC 5103 Advanced Reliability**

<p><b>Course Coordinator (CC):</b> Gopi Chattopadhyay/Adrian Stephan</p>	<p><b>Course Enhancement Team Members:</b> Sara Warren (LD), Bernadette Willans (LSA) Martin Davies (LSA), Jen Anderson (LSA), April Rowsell (Admin), Helen Heawood (Library), Cameron Maher (LT), Jaimee Westin (Dig Prod) and Eammon Jones (Dig Prod).</p>
<p><b>Key areas for enhancement:</b></p>	<ul style="list-style-type: none"> <li>• Improved course structure in line with SEITPS direction</li> <li>• Use of correct copyright statements</li> <li>• New assignment portals</li> <li>• Use of course readings</li> <li>• Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<p><b>Support offered by Learning Designers</b></p>	<ul style="list-style-type: none"> <li>• Implement new course structure</li> <li>• Add new assignment portals</li> <li>• Add course readings widget</li> <li>• Provide information to course coordinators on linking in with Course Readings and Copyright teams.</li> </ul>
<p><b>Support offered by Learning Skills Advisers</b></p>	<ul style="list-style-type: none"> <li>• Review and suggest improvements for rubrics and/or marking guides</li> </ul>
<p><b>Enhancement Check-in 1 progress (Week 27 July)</b></p>	<ul style="list-style-type: none"> <li>• Organised an MS Teams area for the development.</li> <li>• Enrolled all relevant staff into the area.</li> <li>• Spoke with SEITPS leadership and clarified roles</li> <li>• Spoke with Program Coordinator and organised a time to meet.</li> <li>• Started collecting and collating relevant documents for the rest of the team members.</li> </ul>
<p><b>Enhancement Check-in 2 progress (Week 3 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Started reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed the roles and responsibilities</li> <li>• Sent out relevant documents for the rest of the team members to review and provide advice.</li> <li>• Created a templated development shell for the course</li> <li>• Added a course readings widget to the shell.</li> <li>• Provided an updated and correct version of the copyright statement within the shell.</li> <li>• Added a Welcome book that provides students with all the potential support areas they may require.</li> </ul>

	<ul style="list-style-type: none"> <li>• Correct copyright statements included in course and study guide materials.</li> <li>• Updated the template of the course and study guide documents</li> </ul>
<p><b>Enhancement Check-in 3 progress (Week 11 Aug)</b></p>	<ul style="list-style-type: none"> <li>• Continued reviewing course using BOLD L&amp;T Practices document.</li> <li>• Met with project team and discussed more specific requirements and outcomes needed, outlined due date.</li> <li>• Backed up and restored courses in a DEV shell environment for restructuring.</li> <li>• Deleted old content</li> <li>• Sent email to Program Coordinator, Course Coordinator and ADTQ about the impending changes and their need to communicate with students about this.</li> <li>• Met with CM to outline process for restructuring course whilst retaining student enrolments, discussion forums, completed assessment and staff.</li> <li>• Will discuss with Helen Heawood after changes have been made, for copyright review and advice.</li> <li>• Contacted Program Coordinator to delete and modify content before making shells live to students.</li> </ul>
<p><b>Overall Program Coordinator Comments</b> Gopi Chattopadhyay</p>	<ul style="list-style-type: none"> <li>• The Branding with Fed Uni, New School name and new front page, resolving copyright issues from Monash to Fed Uni transition, formatting of course guides and lecture notes for consistent look and Moodle page uplift are great.</li> <li>• The help and guidance offered by CLIPP team is excellent.</li> <li>• Communication in the group during this tight timeline and extremely high workload was nice and did work.</li> <li>• This complex project with so many aspects was completed reasonably fast.</li> <li>• Documents are now looking nice with same format.</li> <li>• Course branding, formatting and Moodle enhancement will definitely have positive impact.</li> <li>• Moodle is now easier to organise and structure the course.</li> <li>• I believe it will make it easier to the students for expect things in same place for all courses.</li> <li>• We hope this project does not end here and is considered for roll out to ALL other MRE courses so that student experience will be enhanced across all courses of the MRE Programmes.</li> <li>• Programmes are: Grad Cert Maintenance Management, Grad Cert Reliability Engineering, Grad Dip and Masters.</li> <li>• Courses are: MREGC5001, 5002, 5003, 5004, 5005, 5006, 5007, 5008, 5101, 5102, 5103, 5104 including four courses in current lot) <sup>11</sup><sub>SEP</sub></li> <li>• One suggestion for any complex projects like this is to avoid transition during middle of semester for rolling out.</li> <li>• One Lecturer still has challenge to access the Dev Shell due to IT related technical issue and others had some challenges.</li> <li>• The prosed transition during semester break will reduce the risk of any adverse impact.</li> <li>• I, along with MRE Team, strongly recommend that we should do similar work for remaining MRE courses and roll out by Sem 1 and 2 of 2021 (for Sem 2 course if not completed by Sem1).</li> </ul>

	<ul style="list-style-type: none"> <li>• I once again thank CLIPP Team along with MRE team, encouragements and supports from Andrew, Kim, Shyh Wei and Syed and ongoing efforts with long hours of all of us in making it work.</li> <li>• Let us celebrate the success of this excellent team work.</li> </ul>
<p><b>Overall ADTQ Comments</b></p> <p>Kim Dowling</p>	<ul style="list-style-type: none"> <li>• The intensity of the project proved to be quite effective.</li> <li>• The timing of the project was not optimal especially during the semester.</li> <li>• The process has inspired many ideas and ways to engage with staff around curriculum renewal. The school needs to engage with CLIPP to make this a normal part of our business.</li> <li>• This project worked well due to the prior knowledge and understanding of the program by the Learning Designer. In any future projects, this prior scoping is essential and should have the appropriate time allocation.</li> <li>• I see great advantage in any future curriculum enhancement project focussing on a specific component (e.g. first year or grad cert – something that can be looked at with a single line of sight) of a single program.</li> <li>• Seeing an entire CLIPP team working on a single project was quite inspirational. This should be a template to working together in the future and extend to the ethos of working with the academy.</li> <li>• It would be great to get some student feedback after the end of the semester.</li> </ul>

**Abbreviation:**

**ADTQ** = Associate Dean (Teaching Quality)

**CC** = Course Coordinator

**CD** = Course Description

**CLIPP** = Centre for Learning, Innovation and Professional Practice

**LD** = Learning Designer

**LSA** = Learning Skills Advisers

**LT** = Learning and Teaching Technology Support Officer

**SASS** = Student Academic Support Services

End of document