Centre for Learning, Innovation and Professional Practice (CLIPP)

Mid-Year Report

(January – June 2017)

Contents

Overview

The Centre of Learning Innovation Professional Practice (CLIPP) services the learning and teaching needs of staff and students of all faculties, centres and colleges within Federation University Australia. As a central learning and teaching unit, CLIPP's primary focus includes:

a) **Staff Support** – Providing opportunities to acquire, develop and apply effective blended, online and digital (BOLD) learning and teaching practices and skills to enhance student learning and support career growth

b) **Student Support** – Preparing and supporting our students to transition and succeed in higher education and future employment

CLIPP initiatives address key priorities of these documents, to consider best practice and use of innovation and technology enabling strategies within learning and teaching practices and how best to support these systems in a reliable and transparent manner, as represented in the **CLIPP Staff and Student Enabling Support Framework** (below).

CLIPP aims to foster strong ongoing partnerships and engagement with faculties/centres. CLIPP is an active participant in governance related matters including influencing policy, procedure and guideline development to ensure consistency across the institution and provide a variety of support for key stakeholders including content, resource development and design support materials. CLIPP is accountable for its practices and meeting reasonable timelines/targets/milestones in the context of its functions as a University centre and as a support to faculties/centres.

Staff Support Functions

Providing opportunities to acquire, develop and apply effective BOLD learning and teaching practices and skills to enhance student learning and support career growth.

1. BOLD Learning and Teaching Support

a. Learning & Teaching Cycle
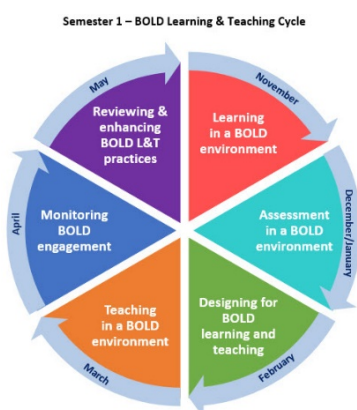
The BOLD Learning and Teaching Cycle was introduced in 2017 to support academic staff in focusing their immediate and identified learning needs. Targeted resources and services are offered pre, during and post course development and delivery, to aid timely and relevant support.

Professional development is offered relevant to monthly themes, along with introductory sessions for new staff, and on specific request at any time.

b. Academic Induction Program
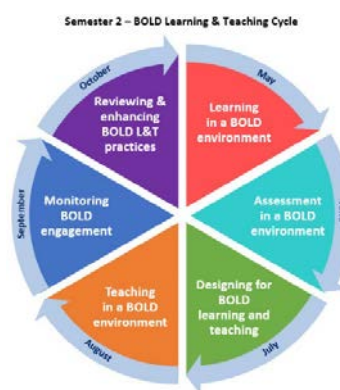
The Academic Induction Program is the only formalised support for academic staff new, or returning, to Federation University. All staff, whether sessional, contract or ongoing, are expected to complete this 15 hour program within their probation period. Academic staff are provided with an introduction to:

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

In Semester 1, 2017, two sessions were delivered at Mt Helen campus, 2 sessions at Gippsland campus and one session at Berwick campus.

Table 1: Attendance figures

Campus	Faculty					Total		
	FEA	FBS	FoH	FoST	Other	Sessional	Fixed/ Ongoing	Total
BERWICK	7	1	0	1	2	5	6	11
GIPPSLAND	4	1	2	6	2	9	6	15
MT HELEN	4	3	2	7	0	9	7	16
Total	15	5	4	14	4	23	19	42

Feedback: *"As an experienced primary, secondary and tertiary educator, it was great to re-look at the business of education in the company of those completely new to, or inexperienced in the field. I felt I was able (and welcomed) to contribute to discussions from my experience. Even though there was nothing especially new to me on the theoretical side, and I am experienced with Moodle in other places, the aspects of technology and services specific to FedUni were particularly helpful. I have recently taught at Vic Uni and ACU (across four campuses in Melbourne and Ballart between them) and neither came anywhere near providing the quality of information, induction and support I experienced through the AIP. Congratulations to the CLIPP team on providing such a useful program!"*

c. Embedded Academic Supports

Learning Skills Advisers work directly with academic staff to teach and embed literacy and numeracy skills within courses to support student academic success.

Table 2: Academic supports for Semester 1, 2017

Delivery		Berwick	Gippsland	Mt Helen
Workshops – F2F		10	7	27
Number of courses		8	6	10
Programs involved	**FEA**	• Community & Human Services • Education (P-10) • Arts	• Arts (Criminal Justice) • Education (P-10) • Arts	• Education (P-10) • Social Work (Masters)
	FBS	• Business Management		• Arts (Criminal Justice)
	FoH	• Nursing	• Nursing	• Nursing • Health (Honours);
	FoST	• All Sciences (1st years)		• All Sciences (1st years)

Topics (including Moodle-based resources for each course): Brainstorming; Topic analysis; Literature reviews; Annotated bibliographies; Annotating references; Referencing (MLA, APA; Australian Harvard); Essay introduction; Critical thinking; Mahara; Short answer questions; Paraphrasing & summarising; Academic writing style; Essay structure; Presentation of academic work; Exam preparation, Case study; Reflective writing; Essay structure; Business report; Research essay.

d. BOLD Professional Development Series

Opportunities for enhancement are offered centrally via a monthly calendar, in addition to faculty specific requests. Options include:

- Workshops (1hr) – Face-to-face (all campuses) and virtual
- Workshops (2-4 hr) – Blended (all campuses)
- Resources – Online & self-paced

Some examples of workshops include: Introduction and intermediate use of learning technologies in learning and teaching (such as functions of Moodle, Mahara, Turnitin, Equella, video), learning design workshops, creating quality assessment practices and effective marking criteria, and introduction to peer review and peer enhancement practices.

Central & Faculty PD attendance (SEM 1, 2017)
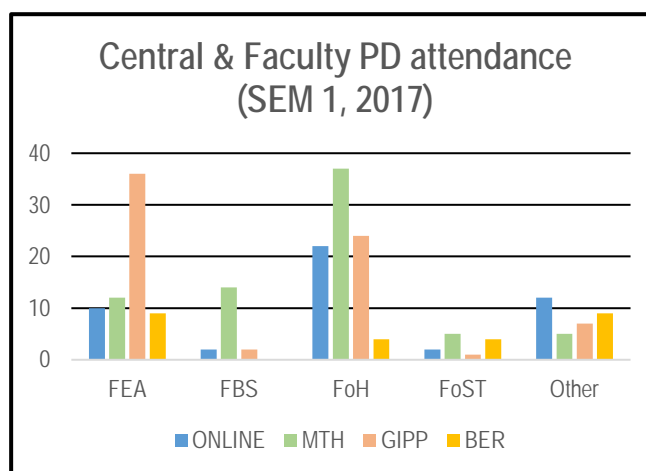
Highlights, comments or suggestions for improvement:

- *"I love sessions like this because I always learn little things that I didn't know about and gain further insights into Moodle"*
- *"The content of the session and information given was of a high standard, however I would like to have been able to practice using the program during the session. The instructor could have set up a test environment in which staff could use the program and have assistance".*
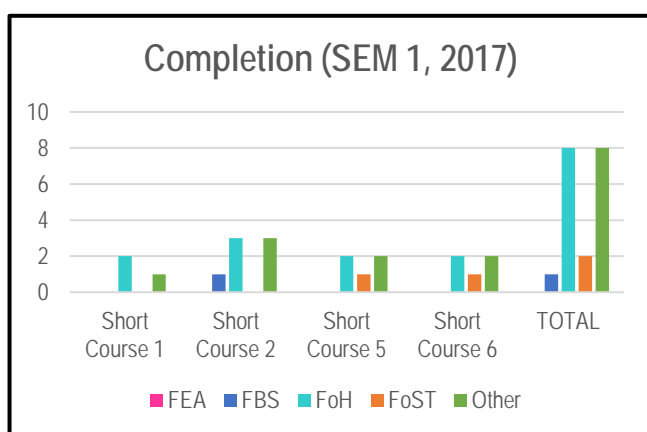- *"Obviously more content than time permits. Perhaps split into 2 sessions. Or make it a 2 hour session. Looking forward to more… well done"*

e. BOLD Ready Short Courses

These newly developed short courses were introduced April 2017 in response to feedback from participants in the previously offered BOLD Fundamentals course. Recommendations included – offer as stand-alone courses that can be completed in any order, decreased weekly time commitment, learning content and activities to be specific to FedUni BOLD needs, opportunities to explore specific individual learning needs and demonstration of learning through quiz completion rather than assessment. All requests have been adopted.

f. Graduate Certificate of Education (Tertiary Teaching) – Award & Non-Award Cohorts

This postgraduate program is offered part-time, online and facilitated in both an award version (standard 12-week semester) and non-award version (extended over 6 months) to provide flexible study options. Delivered at an AQF Level 8, a total of **34** staff are currently engaged in the program this semester.

Table 3A-3D: GCETT – Award and Non-Award Attendance

Course 1 – Tertiary Teaching and Learning	FEA	FBS	FoH	FoST	Other	Total
EDGCT5007 (Standard Award offering) – 12 week semester (SEM 1)	1			1	2	**4**
Teaching Ready (Extended Non-Award offering) – 6 months	in progress					11
• Module 1 – Tertiary Learning and Teaching Paradigms	1		2	4	2	
• Module 2 – Learner Centred Design (Constructive Alignment)	1		2	3	2	
• Module 3 – Dynamics of learning	1		3	1	1	
• Module 4 – Assessment of, for and as learning	1		2	1		
• Module 5 – Effective teaching practices			1			
• Module 6 – Improving practice through review			1			
Total number of staff completed or in progress	**2**	**0**	**4**	**5**	**4**	**15**

Course 2 – Professional Practice in Tertiary Teaching	FEA	FBS	FoH	FoST	Other	Total
EDGCT5008 (Standard Award offering) – 12 week semester (SEM 2)	Offered SEM 2					N/A
Academic Ready (Extended Non-Award offering) – 6 months	in progress					7
• Module 1 – Online learning and teaching	1	0	2	1	3	
• Module 2 – Blended learning and teaching	1	0	2	1	2	
• Module 3 – Students as partners	1	0	2	0	2	
• Module 4 – Teachers as partners	1	0	1	0	2	
Total number of staff completed or in progress	1	0	2	1	3	7

Course 3 – Contemporary Issues in Tertiary Teaching	FEA	FBS	FoH	FoST	Other	Total
EDGCT5009 (Standard Award offering) – 12 week semester (SEM 1)	1	0	4	3	4	12

Course 4 – Tertiary Teacher as Practitioner and Researcher	FEA	FBS	FoH	FoST	Other	Total
EDGCT5010 (Standard Award offering) – 12 week semester (SEM 2)	Offered in SEM 2					N/A

Feedback: "*As an adult returning to university for post graduate online training in tertiary education I was able to manage both the new way of learning through use of online resources as well as the course workload while keeping up my employed hours through personalised facilitation. Course presentation is well planned and caters for any technical issues with fast response to messages for help. Staff contribute their personal experiences in tertiary lecturing when appropriate during the course - which improves the course authenticity and workplace relevance. Teaching staff were consistent with assessments, transparent with ILO alignment to both formative and summative assessments and reliable student communications*".

2. BOLD Learning Design Support

The Online Futures team provides BOLD learning design support to Faculties through CLIPP Faculty embedded Learning Designers (CFeLD's) as well as to central areas of the University. From January to June 2017 CLIPP central and faculty embedded learning designers provided support to staff by:

- Working with academic and general staff to align course learning activities, resources and assessments
- Appling BOLD principles to design engaging, student-centred blended and online experiences
- Evaluating current online and blended delivery practice
- Working on faculty led projects to redesign, re-develop and re-think courses & programs
- Revising, reviewing and supporting the developing of courses on faculty Scope of Project *(a list of courses prioritised by the faculty at the commencement of each teaching semester)*
- Providing course redevelopment and just-in-time support directly to faculty staff as requested/required
- Delivering targeted faculty/school/discipline professional development
- Working with key leaders (Executive Deans, Heads of Schools, ADLT, Program Coordinators, Discipline Leaders) to ensure faculty needs are met
- Providing ad-hoc support and triaging faculty staff to other CLIPP service areas (as required)
- Co-facilitating faculty specific professional development, and scheduled professional development co-ordinated by other CLIPP teams (e.g. Peer Enhancement Workshops, AIP, Moodle, Adobe Connect other tech sessions)

a. Learning & Curriculum Design

The Online Futures team provide advice and assistance with learning and curriculum design, especially with regard to transforming BOLD delivery practices. This support is delivered by our learning designers in two ways: on an ad-hoc basis to all faculty and central staff, and more intensively targeted to faculty priorities as identified by each Faculties Scope of Projects (SoP).

Table 4A & 4B: Total number of unique courses and staff supported January to June 2017

	Total Number by *course* (SoP & Ad Hoc)
FEA	107
FBS	33
FoH	77
FoST	100
Total	**317**

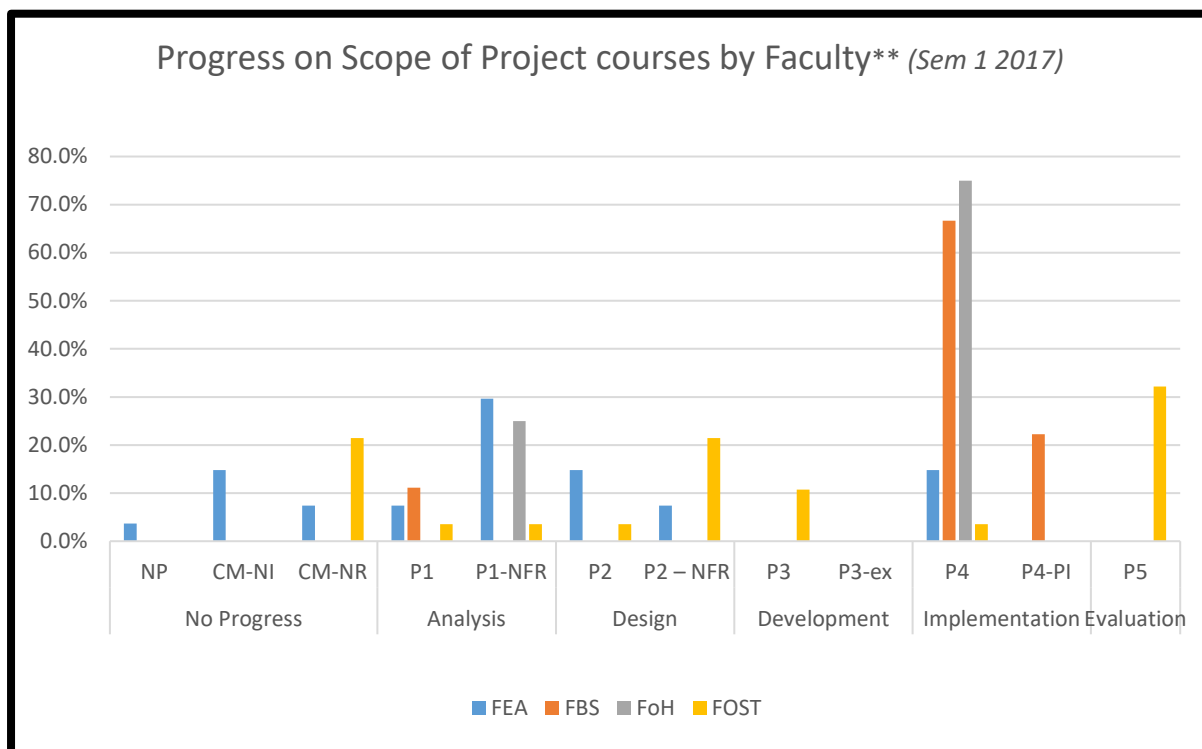|	Total Number by *staff* (SoP & Ad Hoc)
FEA	74
FBS	21
FoH	36
FoST	64
Total	**195**

b. Scope of Projects (SoP) courses

In November 2016, CLIPP and the Online Futures team engaged with each Faculty ADLT to develop a faculty endorsed Semester 1 2017 Scope of Projects document. These documents provide a list of priority courses for learning design and development support and relevant staff whom learning designers can work with. The Scope of Projects represent Online Futures most important and intensive work. As such, progress is tracked using a modified ADDIE (*Analysis, Design, Development, Implementation and Evaluation)* model.

Table 5: Total number of SOP courses, Support Provided and % of SoP Courses Supported

Faculty	Number of SOP courses			Support Provided to date*	% of SoP courses Supported
	Sem 1 2017	Sem 2 2017/2018	Total		
FEA	27	19	46	25	54.3%
FBS	9	9	18	14	77.8%
FoH	8	28	36	26	72.2%
FoST	28	22	50	36	72.0%
Total	72	78	150	101	67.3%

*Please note that support may not have been provided in certain circumstances. For example, due to courses being subsequently removed from Scope of Projects, courses subsequently not being offered in Semester 1, 2017, courses being offered in Semester 2, 2017 or beyond, and/or lack of course coordinator engagement with learning designers. Further details about the support provided are included in the following charts. An explanation of the phases and the sub-codes are provided on the following page.

% Progress on SoP by ADDIE Phase/Sub-code **

Progress on Scope of Project courses by Faculty** *(Sem 1 2017)*

Progress on Scope of Project courses by Faculty* *(Sem 2 17/18*)*
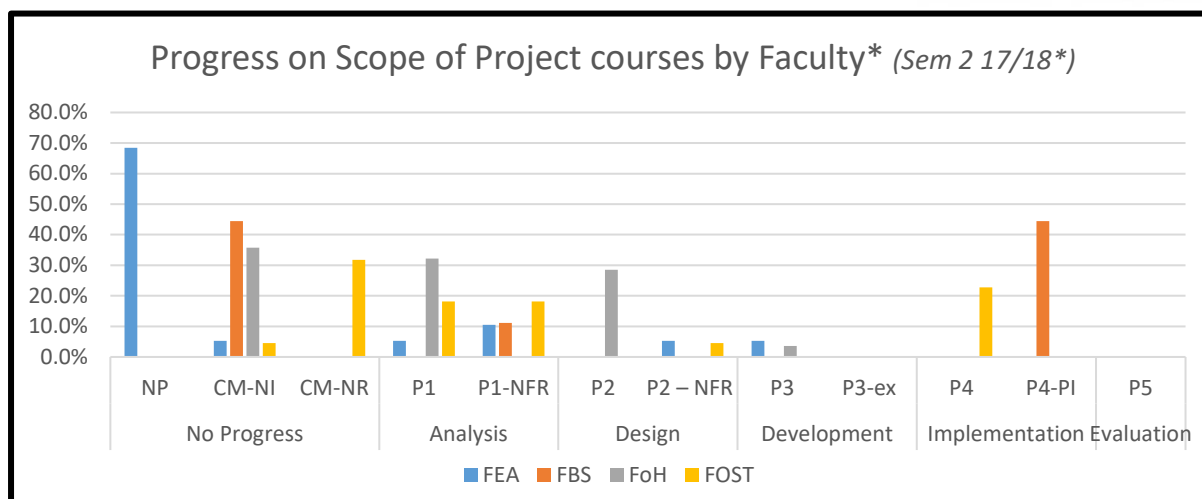
*Please note: the Progress on Scope of Project courses by Faculty for Semester 2 2017 and 2018 represents consultations with the relevant academic(s) to date. As such, a course may not yet be represented in the implementation phase and consultations with the relevant academic will continue in 2018.

**Phase & Sub-code Legend

| Phase	Sub-Code	Description
No Progress	NP	Not priority for this semester, or not being delivered this semester
	CM-NI	Contact made, no input from teaching staff or staff not identified
	CM-NR	Contact made no support required
Analysis	P1	Progress 1 – Analysis completed
	P1-NFR	This code indicates where support concluded at the Analysis phase where the Learning Designer met with teaching staff and provided analysis, support and advice. Nothing further requested at this time, and/ or approval/input from teaching staff for progressing to design and development phase not provided)
Design	P2	Progress 2 – Design completed
	P2 – NFR	This code indicates where support concluded at the design phase, as nothing further requested and/ or approval/input from teaching staff for progressing to development phase not provided, or teaching staff provided with sufficient support to develop on their own)
Development	P3	Progress 3 – Development completed
	P3-ex	This code indicates where extensive additional development work has been undertaken from the CLIPP team, including additional academic, content development staff and central Learning Designers.)
Implementation	P4	Progress 4 – Implementation completed
	P4-PI	This code indicates partial implementation. Some of the work developed was not used, or some recommendations not implemented)
Evaluation	P5	Progress 5 – Evaluation completed

Selected staff feedback on learning designer support for Scope of Projects and Ad hoc enquires.

- *"what an improvement! Love your work – and, so will our new online students."*
- *"Thank you again for providing such wonderful and clear feedback"*
- *"Thanks so much for taking the time to meet with me today. It gave me an opportunity to start thinking about how to approach online teaching next year."*
- *"Thanks so much for sending this comprehensive summary through. It's going to be really helpful"*
- *"I wanted to let you know how impressed I was by her knowledge, and her capacity to identify strategies which will suit the course content and the unique needs of the cohort. I left our meeting feeling very excited about the different options that we had discussed. Since our meeting this*

afternoon, …has sent me relevant information, and set another time to meet next week so we can work together to get the course up and running. … a huge asset to CLIPP and to Fed Uni!"

c. Curriculum/Program Mapping

In April 2017 the relevant CFeLD's were requested by the Bachelor of Community and Human Services Program Coordinator to undertake a curriculum/program mapping exercise. Comprehensive mapping tools were developed in conjunction with the program coordinator, and used to produce meaningful reports of mapped program data. The information in these reports were also used as the basis for program planning sessions. These tools have subsequently been used to map two further programs.

Examples of Curriculum/Program Mapping Tools & Data

BCHS Program Mapping - Charts

2. Analysis of Course ILOs against ACWA Criteria and Content

Course ILOs Align with ACWA Criteria *(number of times criteria represented in ILO across program)*
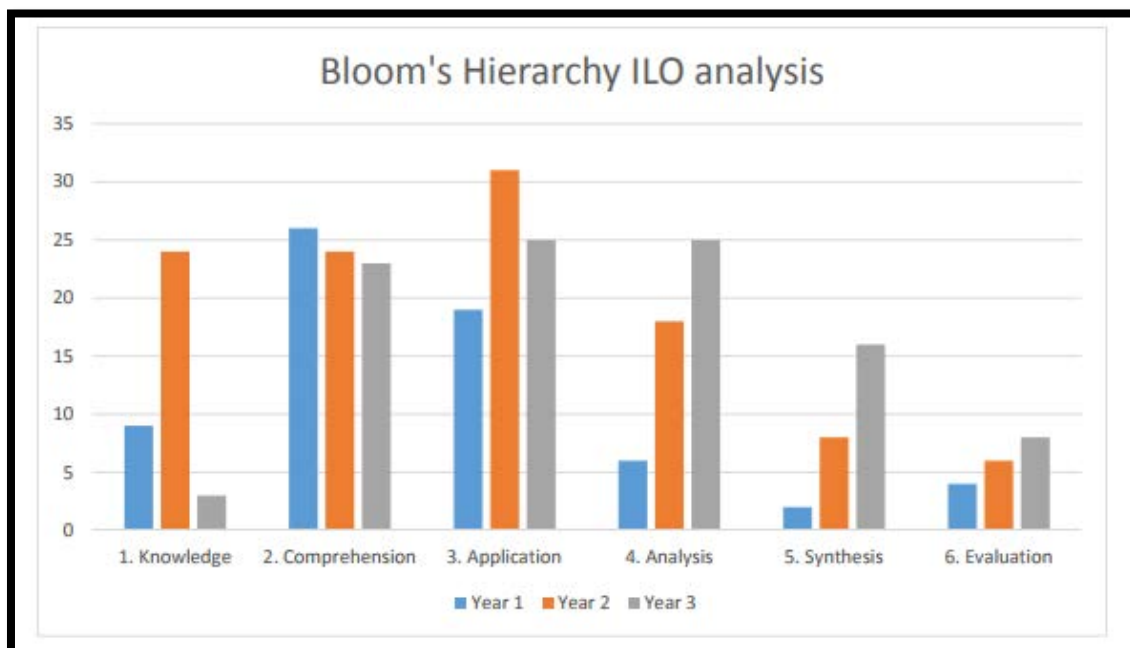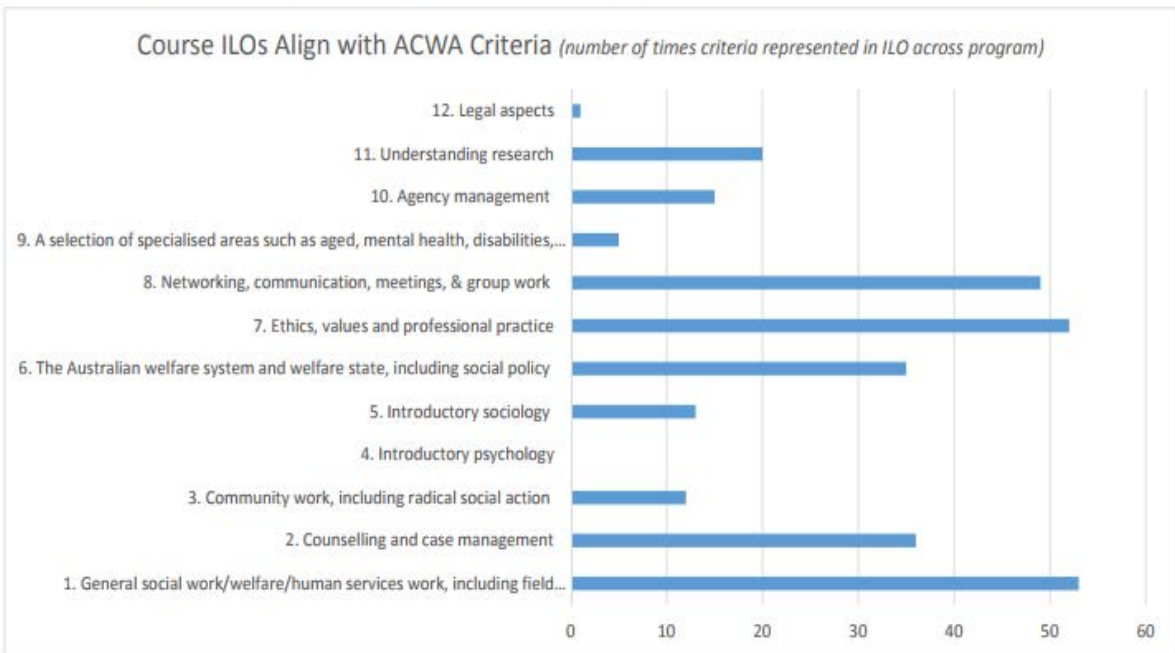
Selected staff feedback on learning designer support for curriculum/program mapping.

- *"I meant to thank you both formally for all your assistance during the process. …This is our first step and hopefully it will lay the foundation for more work to come."*

d. Support Resources developed for Staff and Students

The Online Futures team have produced numerous BOLD support resources and tools in the first half of 2017 including:

- A Faculty of Health Moodle template with supporting video and associated documentation for consistent delivery of BOLD enabled learning across the faculty. These resources were development at the request of and in consultation with the faculty.
- A Before you open your course checklist document for staff to assist them in preparing their Moodle shell's prior to the beginning of the teaching period.
- A Guide for students on the most appropriate methodologies and technologies for effectively online in groups.

e. Faculty Specific Professional Development and Planning Days

In addition, the Online Futures team provide faculty specific professional development sessions where a need is identified. Also, learning designers have regularly participated in Faculty planning days to promote both BOLD delivery and CLIPP support, including presenting at FEA, FOST and AH&SS planning days & Rethinking First Year in FEA.

Faculty based Professional Development Sessions January to June 2017

Faculty	Topic	Delivery	Attended
FoH	Turnitin	Mt Helen	14
	Turnitin	Gippsland	8
	Turnitin Rubric	Mt Helen	8
	Peer review/ enhancement	Mt Helen	10
	Turnitin	Mt Helen	14
		Total	54
FEA	Managing Multiple Cohorts in Moodle	Gippsland	16
	Turnitin	Online	6
	Assessment Ready Workshop	Gippsland	4
	Assessment Ready Workshop	Mt Helen	4
		Total	30
FBS	Design Ready for MPA	Mt Helen	9
FOST	Moodle Tools – grading, groups & progress	Gippsland	3
	Moodle Assessment Tool session, SABS planning day	Cross-campus	40
	BOLD Learning and Assessment Tools sessions, B.IT Program redevelopers	Cross-campus	9
	Moodle management, Chinese partner lecturers	Mt Helen	7
		Total	59

f. Design Ready Workshop

In late Semester 1, 2017 the Online Futures team developed and piloted a workshop to assist academic staff with the learning design process: Design Ready. Two workshops were offered in June 2017 – one faculty specific session for the Master of Professional Accounting (MPA) program, and one general campus session at the Gippsland campus.

Design Ready is an adaptation of the 'Carpe Diem' workshop designed by [Professor Gilly Salmon](#), who is internationally renowned for her work in digital and blended learning. The workshop allows staff to develop particular skills relevant to BOLD learning and practice. This interactive workshop is currently under development to align with the relevant BOLD Short Courses and associated professional development strategies available to staff.

Selected staff feedback on the Design Ready Workshop.

- *"Hello everyone thank you for your attendance the Design Ready workshop yesterday for the MPA. The engagement between academic staff and CLIPP designers was wonderful, and some good outcomes achieved. "*

g. Digital Narratives

The Online Futures team liaise extensively with academic staff to develop and refine scenarios, scripts and learning applications for digital narratives projects. Specifically, for Bachelor of Business and Bachelor of Information Technology programs CFeLDs have consulted in the editing and production of completed digital narrative episodes and facilitated their integration into individual courses in Semester 2, 2017 and beyond. CFELDs liaise with Coordinators to enhance student engagement and address course learning objectives through identifying optimal uses of digital narrative and supporting material in each course. Ongoing new digital narrative project work with Bachelor of Environmental and Conservation Science program, and within the Bachelor of Education, aim to tie various elements of professional practice, links with the community and practitioner education together. Participant feedback (2017): "So many thanks for handling this with the utmost professionalism".

3. BOLD Learning Technology Support

a. Learning Technology Adoption

With the continued adoption of the BOLD Learning and Teaching Strategy we have seen extraordinary growth in engagement with Moodle and other Moodle integrated FedUni learning technologies. These technologies include the following:

- Moodle (learning management system) and Moodle App
- Mahara (ePortfolios) and Mahara Mobile App
- Adobe Connect (virtual classroom)
- Turnitin (plagiarism prevention, grading and feedback)
- Equella (learning content repository)
- Kaltura (multimedia learning content, activities & assessments – from August 2017)
- Camtasia and Snagit (Screen Capture and Video Editing tools)
- Limesurvey (survey tool to support research data collection)
- StudySkills website

Moodle – Learning Management System

Overall Moodle activity has followed the following growth trajectory:
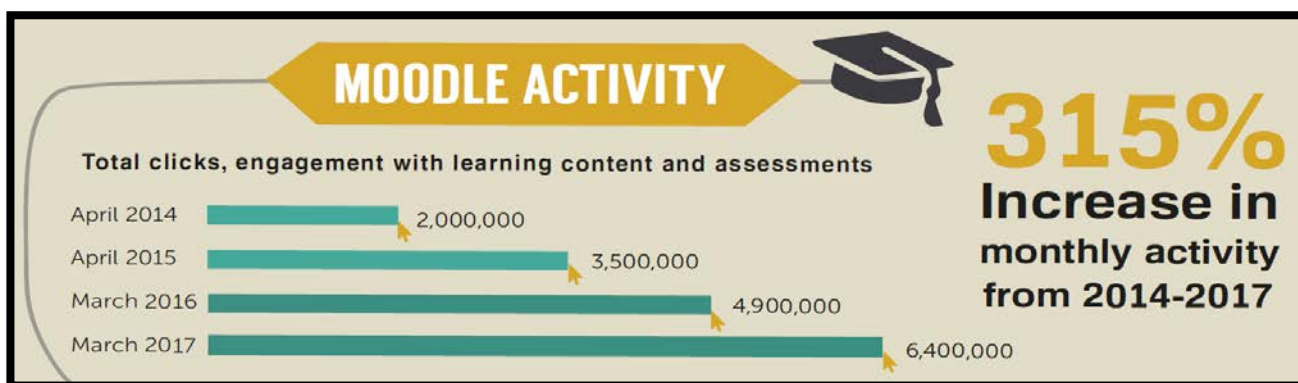
Mahara – ePortfolio personalised learning platform

Mahara was upgraded, enhanced with a new theme and integrated with Moodle in time for a re-launch in 2016. Since then it has also seen steady growth in use and adoption with an **11% increase in activity** from January to June 2016 versus the same period in 2017. The overall number of students with automatically created new Mahara accounts has risen substantially, but reflects an as yet unrealised potential for Mahara usage as there were 2915 new Mahara accounts created in 2016, versus 5067 created in 20176. New Mahara accounts are created the first time a student accesses the system, therefore we can infer that growth in initial curiosity is not being matched by substantive adoption of ePortfolios in BOLD learning and teaching practice.

Adobe Connect – Virtual Classrooms – Synchronous Online Learning and Virtual Office

Adobe Connect was implemented and made available to FedUni staff from January 2016 to assist in the synchronous support and learning and teaching of online and flexible delivery courses. There has been a steady increase in adoption, particularly as a means to provide support to online learners through the use of scheduled virtual consultations.

	Active sessions	Number of students
1 January to 30 June 2016	1050	703

1 January to 30 June 2017	1578	1081

Turnitin – Plagiarism Prevention, Advanced Grading and Feedback Tools

Turnitin has been used at the former University of Ballarat and FedUni since 2008, however at the beginning of 2016 we gained access to additional features to facilitated advanced grading and feedback in the form of the GradeMark and feedback studio tools. This has prompted a number of teachers to adopt Turnitin as a preferred assessment and feedback tool.

While many teachers and the institution may take some comfort in the use of Turnitin to assist in promoting academic integrity, the landscape has shifted dramatically with automated tools and bespoke essay mills available to assist students to escape detection by Turnitin. We highlight these issues to staff during professional development and encourage them to consider redesigning their assessment tasks to reduce the likelihood of plagiarism and other academic misconduct.

Year	Assignment submissions	Originality Reports
2016	18,985	18,488
2017	22,218	31,996

Equella – Learning Content Repository – Learning and Teaching Collection

Equella was implemented in late 2015 to assist the Library to manage the eReserve service and support the University in complying with Copyright compliance. Equella also includes a Moodle integrated teaching collection to facilitate sharing and reuse of learning resources by teaching staff and provide a means of hosting multimedia (which Moodle is not designed to do).

Year	Total Learning Objects	Video
2015	90	72
2016	2306	534
2017	1625	243
Total	4021	849

b. Learning Technology Support

The CLIPP Learning Futures learning technology support team promotes and supports effective staff and student use of learning technologies to facilitate flexible, student centred, and engaging learning environments. The team's works is aligned around the following strategic objectives:
1. Ensure alignment of learning technology architecture, management and support to the FedUni Strategic Plan, Learning and Teaching, and Student Retention and Success Plans.
2. Promote eLearning application architecture features to relevant stakeholders.
3. Foster continuous eLearning application architecture enhancement and ensure alignment with efficient and effective operational practices and the learning and teaching plan by identifying enhancements and testing new software releases and features.
4. Deliver eLearning application architecture support to staff and students by responding to service and troubleshooting requests, maintaining user documentation, delivering professional development, and one-to-one consultations on recommended usage cases.
5. Develop resources to develop student digital literacies necessary for successful study.

Enhancements to learning technology support processes

To assist our team in planning for and responding to continued growth in learning technology support requests we have developed efficient processes for managing and resolving staff and student support needs using the ServiceNow platform. These processes enhancements have to some degree mitigated the loss of resources allocated to the learning technology support function while sustaining a 35% increase in service requests compared to the same time last year.

The team has high service level expectations, which have been codified into the ServiceNow system that provides alerts to the team and team leader to ensure these expectations are being met.

Service Level Target	Alert	
Assign new service request to team member within 1 hour of receipt (during business hours)	Email alert to team for any new service request not assigned with 1 hour	
Resolve service request within 24 hours	Email to Team Leader if service request not resolved within 24 hours	Email to Manager if service request not resolved within 48 hours

The team has developed pre-populated ServiceNow templates that allow accurate capture of frequent service request types while saving time to assisting a staff member of students. From July the team commenced using the boldtech@federation.edu.au email address that allows staff to lodge service requests directly to the learning technology support team by email. This address automatically raises a service request within ServiceNow that is then attended to by the team.

Growth in learning technology support requests

The team has continued to experience and meet high growth in demand for learning technology support services during the first half of 2017.

Learning technology staff and student support and service requests			
Year	1 January to June 30	1 July to 31 December	FTE
2016	625	630	5.0
2017	971	422 (1 July to 16 August)	3.5

From March 2017 we performed a weekly analysis of the nature of learning technology support requests. We have used this information to plan our professional development offerings based on demonstrated need, and highlighted areas for attention via our faculty embedded lecturers and learning designers. The analysis has also enabled us to:

- Identify and address any systemic operational issues;
- Identify specific challenges faced by staff in their teaching practice; and
- Provide targeted support and professional development where required.

A range of support themes were highlighted in the weekly analysis, however the most common support needs relate to setting-up, grading, and providing feedback on assessment tasks.

Learning technology support – impact of staff and student experience

The team's impact cannot be measure in terms of raw statistics alone. Resolution of a single support request is often the difference between hundreds of students not being able to view vital learning content, access or submit their assessment tasks, or receive grades and formative feedback.

Identification and resolution of systemic operational issues such as student enrolment flow from Campus Solutions to Moodle, and broken links to learning resources also ensures that thousands of students can access their online courses and learning resources.

c. Learning Technology Process Enhancement

Upgrades and continuous improvement to existing applications architecture

The learning technology support team has had a busy first six months to 2017, working on a range of enhancement activity, including but not limited to:

- Completing user acceptance testing and documentation for the Moodle 3.2 upgrade
- Continuing to advertise key students services via the Moodle Slider and Ad Spaces
- Mahara upgrade, enhancements, testing and documentation
- Moodle visual enhancements e.g. Accordion Display feature
- H5P evaluation/testing
- Developing and promulgating Moodle icon sets to enhance visual appeal and design
- Enhancing Moodle navigation templates
- Moodle Mobile app/ Mahara app evaluation – testing and preparation for release

Learning technology projects - new applications, functions and integrations

In addition to supporting the existing learning technology applications the team has been extensively involved in preparation for arrival of the Kaltura media streaming server Moodle integration. Kaltura is one of the most important enhancements to our BOLD eLearning application toolkit providing:

- Staff and student access to CaptureSpace, a simple video/audio capture and editing app that enables webcam recording, narrated PowerPoint, screen capture, and seamless publication to Moodle.
- Cloud based video transcoding and storage.
- Embedding of Kaltura video and audio learning content into any Moodle resource or learning activity via the Moodle editor.
- An integrated video assignment module in Moodle to support the simple submission and grading of video and audio assessment or formative learning activities.

Learning technology process alignment and enhancement

The team has also worked closely with SCIP to identify opportunities to support and enhance Faculty processes around the preparation, configuration, and population of Moodle courses. New processes have been developed in consultation with Faculty that are closely aligned to the Choose Your Own Moodle integration between Campus Solutions and Moodle. These processes will progressively rolled out and enhanced during the second half of 2017 to ensure new Faculty roles implemented as part of the SAT project have visibility and ownership of key processes needed to ensure efficient and effective provisioning of Moodle courses to our students.

Moodle Course Readiness and Quality Indicator Management Reporting Dashboard

The team also assist the University to meet its policy aims and regulatory obligations in terms of ensuring that students are provided timely access to their Moodle courses, course descriptions, learning content, activities and assessments. The team has proposed and helped design the forthcoming Moodle Course Readiness and Quality Indicator Dashboard. This management reporting tool will provide key Faculty leaders complete and real time visibility over the timely provision of Moodle courses to students in the lead up to semester as well as an indicator of the overall composition and quality of the materials provided. This dashboard will replace the current data extracts provided and be completed and available to Faculty prior to 2018.

Strategic priorities second half of 2017 and early 2018

The team's focus is now shifting towards the following projects and enhancements:
- Preparation, testing and evaluation of Moodle 3.3, which will include selection, testing and promotion of a new theme that will deliver a refreshed, modern and engaging look and feel to Moodle for our staff and students.
- Development of Moodle tours that will assist staff and students by providing guidance on how to use a particular feature or function the first time that features is used.
- Kaltura promotion, support, and embedding good practice.
- Promotion and support of the Moodle and Mahara mobile applications.
- Development of further enhancements to Mahara ePortfolios: scaffolded page templates, and customised skins to enable students to personalise their portfolios and developing protocols with ITS to enable our Alumni to continue to access and build on their academic and professional portfolios.
- Course preparation and process alignment and ownership enhancements in Faculty.
- Developing sound archiving protocols for Moodle courses with ITS.
- Development of further content presentation enhancements.
- eLearning application roadmap to be agreed with ITS

d. Learning Content Development

The Learning Futures learning content development function performs educational resource design and development to enable engaging, accessible, sustainable and effective learning through developing strategic learning content aligned with curriculum and BOLD standards. This involves:
- Developing digital learning materials that enhance learning outcomes and engagement
- Resource development support for CLIPP mini-grant winners
- Evolving the visual appeal of BOLD course materials through provision of graphic design to enhance student engagement
- Supporting strategically important programs curriculum enhancement projects
- Respond to ad hoc requests to capture live learning related events and/or develop tactical resources to support curriculum
- Training delivered to enable staff to self service
- Fostering a culture of creativity in development of BOLD curriculum
- Developing curriculum enhancement innovations and creative learning and teaching approaches

Digital Narratives

In 2016 the Learning Futures team commenced developing program wide digital narrative video projects. These project developed interrelated stories in films that spanned each course within key undergraduate programs and were designed to address learning outcomes related to the application of skills and knowledge in workplace scenarios. Narratives were completed in 2016 for the undergraduate nursing and business programs in alignment with the Learning and Teaching plan.

Early 2017 saw the completion and production of the final 17 episode narrative in support of the undergraduate Bachelor of information Technology. This project addressed the following themes:
- Challenges faced by women graduating and working in STEM
- Problem solving
- Ethics
- Teamwork
- Business focus and entrepreneurship
- Creativity and empathy

The team will assist in the implementation and evaluation of the impact of these three narratives through the remained of 2017 and 2018.

Student Support Functions

Preparing and supporting our students to transition and succeed in higher education and future employment.

4. Student Academic Transition Support

a. FedReady

FedReady is a five to ten day intensive preparation program designed to give students a head start to understanding what is expected of them at university, and to help continuing students improve their learning skills. It is held twice yearly prior to the commencement of semester, and is free for all students enrolled at the University.

FedReady focuses on improving skills in many areas, such as:
- Preparing essays and assignments
- Using references and evidence accurately in university study
- Understanding how to use the computers effectively for your university study
- Participating in tutorials
- Time management and study patterns

FedReady is a voluntary program, and while new students are encouraged to attend all sessions, students are able to select the sessions that they feel will improve their success as a student. FedReady has been helping students prepare for their degree since its inception in 2012 and continues to do so in 2017, with students retained at higher rates throughout the week-long campus program, and the fortnight-long online program.

FedReady ran at Berwick, Gippsland, Mt Helen and Online prior to Orientation week for Semester 1.
Key statistics for Semester 1, 2017:
- 245 students attended FedReady face to face at our Berwick (n = 50), Gippsland (n = 112) and Mt Helen (n = 83) campuses. 233 students attended FedReady Online
- 66% of Mt Helen students and 62% of Gippsland students attended all five days of the program during Semester One
- 100% of survey respondents identified that FedReady had raised their confidence in all academic skills
- 95% of survey respondents agreed or strongly agreed that all FedReady campus sessions were helpful
- All FedReady Online modules had a minimum average 'usefulness rating' of 86%, with the exception of the Reflection module (72%) and Note Taking (82%)
- 100% of survey respondents felt that FedReady Online had taught them valuable skills, and they would recommend the program to others
- FedReady self-paced modules are also available to all Federation University students

Qualitative feedback provided by students was extremely positive, and many spoke to their tutors about how helpful they had found the course. Highlights include:
- *"I am so grateful that this course was available, I have never been to university before so FedReady was imperative to my being ready for the start of the semester, I would recommend this course to anyone, especially those who are new to university, it should be a prerequisite."*
- *"I would recommend Fed Ready to everyone because no matter how confident you think you are in these skills, it shows you where you need to improve or make adjustments. It also shows you how to use Moodle, and other FedUni resources more competently."*

b. Mentor Program

Federation University Australia's Mentor Program is a centrally coordinated program which uses experienced successful students to provide support to commencing undergraduate students. Student Futures' staff work closely with Faculties who support the Mentors and ensure they act as a bridge between students and academic staff. Mentoring activities occur at all campuses and online, ensuring that every commencing undergraduate FedUni student is assigned a Mentor.

Key statistics for Semester 1, 2017:
- 280 students applied for a Mentor position
- 161 Mentors were appointed for Semester 1 and Semester 2
- 19.91 was the average group size per Mentor
- 61% of students engaged with their Mentor throughout the program

Mentors were asked to describe scenarios where the felt they really helped a student, some of these included:
- *"A student wanted to withdraw and I help them reorganize themselves and they stayed."*
- *"Two students were extremely stressed and falling behind in their studies because they didn't have money for the books for the Fast program. I showed them they could borrow the text books for the Fast program from the library."*
- *"Help one student who wanted to withdraw instead spoke with them about reasons and turned out they only needed to change from online to on campus. They did this but asked to remain on my list."*

c. PASS – Peer Assisted Study Sessions

The PASS program at Federation University Australia began in 2011 and aims to support students enrolled in certain core first year subjects by providing weekly, student facilitated study sessions. In Semester 1, 2017 PASS ran across the Mount Helen, Gippsland, Online, and (for the first time) Berwick campuses. PASS runs from week 2 – 12, with an extra two hour session being run as part of the 'SWOTVAC Super Study Day', which is focussed on exam revision/final assessment completion and stress relief activities.

Key statistics for Semester 1, 2017:
- PASS supported 13 courses at Gippsland, 15 courses at Mt Helen, one course at Berwick and five courses online
- Over 401 students attended the SWOTVAC Super Study Day in Semester 1, 2017 across Mount Helen, Berwick, and Churchill campuses
- 16% of students enrolled in PASS supported subjects attended the SWOTVAC Super Study day
- The below graph shows the spread of grades for students who didn't attend PASS, compared to the spread of grades for the students who attended 5 or more sessions:

|	Non-PASS Attendees	5+ Sessions Attendees
HD	12%	31%
D	16%	27%
C	22%	22%
P	19%	10%
MF	8%	4%
F	12%	4%
XF	6%	1%
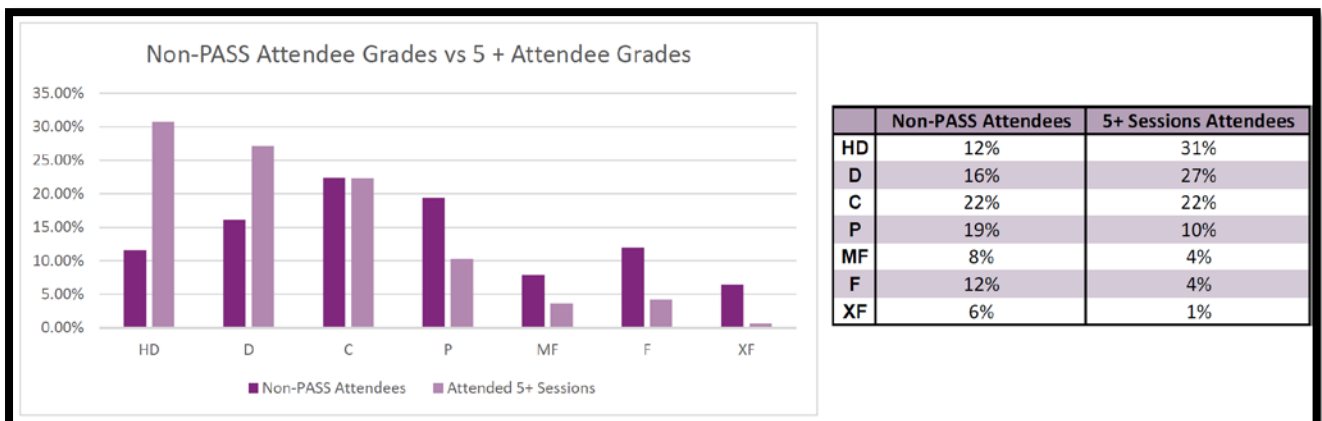
d. YourTutor

YourTutor was introduced by Federation University in Semester 1, 2014 as a service of the Student Futures Program. The service was made available to all enrolled students and was accessible through Moodle. YourTutor allows students to access after-hours tutors with anything related to study and learning. The service gives students the opportunity to access an experienced tutor one-on-one in an online environment, free of charge. Available from 3pm to 12am Sunday to Friday each week, the YourTutor service was also accessible through hand held devices.

Semester 1, 2017 usage summary:

- 40,715 total minutes were used, a decrease of nearly 45% compared to Semester One, 2016 (prior to caps being introduced), but a decrease of only 4% compared to Semester Two, 2016 (after caps had been introduced). This indicates that the introduction of capping usage has been successful in creating more sustainable usage.
- 32,760 minutes were used by the writing feedback service (Checkmate) and 7 955 were used by the live tutorial sessions. Students engaged in 422 live tutorials with an average of 19 minutes per tutorial.
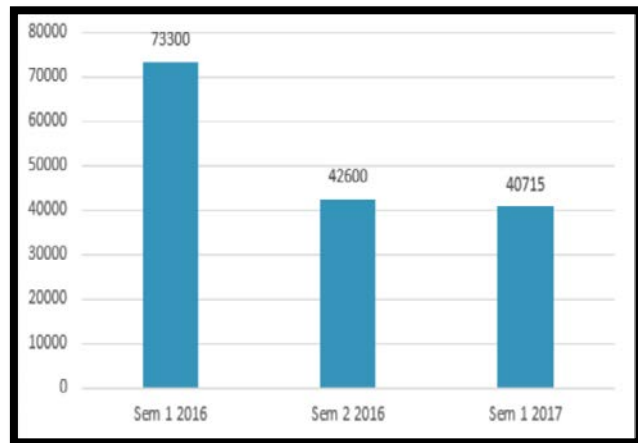
The most popular topics for the live tutorial sessions were as follows:

- Essay Writing   38%
- Referencing   17%
- Maths   12%
- Chemistry   9%
- Report Writing   6%

Others included (ranging from 1-5% each): Statistics, Assignment Research, English skills and Concepts, Accounting, Biology, Physics, Study Skills, and Library Skills.

YourTutor provides all qualitative feedback provided to them by students at FedUni, below are some of the comments from students regarding the service.

- *"Thank you so much. I appreciate your time and the feedback was a great help. Thanks again what a brilliant service!"*
- *"Thank you very much for the very informative feedback*

e. ASK – Academic Skills and Knowledge

The ASK Service began at Federation University Australia in 2013 and is focussed on providing peer-to-peer academic support for students. The service acts as a first point of contact that can either resolve student enquiries immediately or refer students on to the relevant area. It operates from 9.30am – 3.30pm, Monday to Thursday during semester, and accepts enquiries by phone and email, or at the desks in the Libraries at Berwick, Churchill and Mt Helen.

Key statistics for Semester 1, 2017:

- 1329 enquiries were made through the ASK service. 51% of these enquiries were based in Mt Helen, 40% were based in Gippsland, and 9% were based in Berwick. This continues the trend of having each consecutive year of the service seeing an increase in enquiries
- The ASK Service spent roughly 140 hours resolving student enquiries
- 81% of all enquiries were made face to face to the ASK desk
- 87% of enquiries were able to be immediately resolved by the ASK Service, with the rest referred to another service or website
- 40% of enquiries were received between 10.30am – 12.30pm
- 'IT and Technology Support' was the most common enquiry topic, accounting for 21% of enquiries at the ASK Service. This was followed by enquiries about 'Library Services' (15%), 'Content Specific' (12%), 'Directions' (10%) and 'Essay Writing' (9%)

f. Writing Space

The Writing Space is open four days a week during semester and is promoted as a drop-in space that provides FedUni students with guidance through whatever stage of the writing process is relevant for their assignment. The general aim is to assist students so that they can develop the skills and confidence to:
- analyse assignment questions and criteria
- evaluate and organise sources
- develop plans/outlines
- write the first draft
- revise and edit to produce a polished final draft
- develop effective study skills

This semester, the Writing Space ran from Week 1 to SWOTVAC, excluding the lecture break period. The Writing Space Moodle shell also opened in Week 3, to cover Berwick and Online students. Number of student consultations for the Writing Space:

Number of:	Mt Helen campus	Churchill campus	Online	Combined
Student consultations	298	152	2	450
Unique student visits	171	111	2	282

g. 1:1 consultations

Learning Skills Advisers are available for 1:1 student consultation throughout the semester. The main reasons for 1:1 consultations were topic analysis, essay/report structure, expression/sentence, referencing, software programs, essay general, annotated bibliography and maths. The total number of 1:1 consultations (and number of unique students) were:
- Mount Helen - 168 (88)
- Gippsland - 275 (159)
- Berwick - Not confirmed (22)

Conclusion

CLIPP are committed to supporting the learning and teaching needs of staff and students through the service and provision of support and resources in a range of modes, availability, timeliness, with a targeted approach to meet the ongoing professional development needs of staff and students within faculties/centres. For further information, please contact the following CLIPP staff:

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Staff Support Functions

1. **BOLD Learning and Teaching Support**

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2. **BOLD Learning Design Support**

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3. **BOLD Learning Technology Support**

   Brian Martin – Manager, Learning Futures. ph: 03 5327 9330 | e: b.martin@federation.edu.au

Student Support Functions

4. **Academic Transition Support**

   Ellen Sabo – Manager, Student Futures. ph: 03 5327 6304 |e: e.sabo@federation.edu.au

   Natasha Tonkin – Manager, Student Futures. ph: 03 5327 6618 |e: n.tonkin@federation.edu.au

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