2018 Semester 2 Report

Centre for Learning Innovation and Professional Practice (CLIPP)

July – December 2018

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1. Academic Enhancement Support

1.1 Professional Development Framework

CLIPP supports all teaching staff with fundamental and advanced of knowledge and skills required to undertake face-to-face, blended and online and digital (BOLD) teaching. A model of progression to assist staff navigate the professional development (PD) opportunities is described in **Figure 1.** Teaching staff can work with their managers to identify a pathway suitable to their needs.

Figure 1: Professional Development Framework

1.2 Academic Induction Program

The Academic Induction Program provides support for higher education teaching staff new, or returning, to Federation University. All staff, whether sessional, contract or ongoing, are expected to complete this 15 hour blended program within their probation period. 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 2 (2018), one session was delivered each in Berwick, Churchill and Mt Helen (**Table 1**).

Table 1: Academic Induction Program Semester 2 attendance figures

Campus	School						Total		
	FBS	**Arts**	**Ed**	**H&LS**	**Nursing**	**SEIT**	**Sessional**	**Fixed/ Ongoing**	Total
Berwick		5	6	2	2	2	10	7	17
Brisbane							0	0	0
Churchill				1	1		0	2	2
Mt Helen		7	1	2	2	6	14	4	18
Total	0	12	7	5	5	8	24	13	37

Note: 2 participants attended the workshop but did not complete the online component

A total of **64 new staff completed** *Academic Induction Program* **in 2018**. Participants overwhelmingly indicated that the topics supported their learning and teaching practices, with the majority of participants seeking further CLIPP PD opportunities within their first year of commencement (eg: BOLD Short Courses, GCETE, BOLD PD Offerings).

1.3 BOLD Professional Development Offerings

BOLD PD offerings are categorized in 8 domains:
1. Learning: Understanding your learners and their needs
2. Assessment: Creating effective assessment tasks
3. Design: Designing an inclusive learning journey
4. Development: Building your online learning space
5. Facilitation: Engaging face-to-face, blended and online teaching practices
6. Feedback: Quality feedback for learning
7. Monitoring: Monitoring engagement and learning
8. Evaluation: Reviewing for future enhancements.

Professional development is delivered in 3 main formats (**Figure 2**):

Figure 2: BOLD PD Offerings

Self-paced resources (Just-in-time; Short courses)

Central workshops/webinars (Quarterly format)

School targeted PD sessions/workshops

Webinars

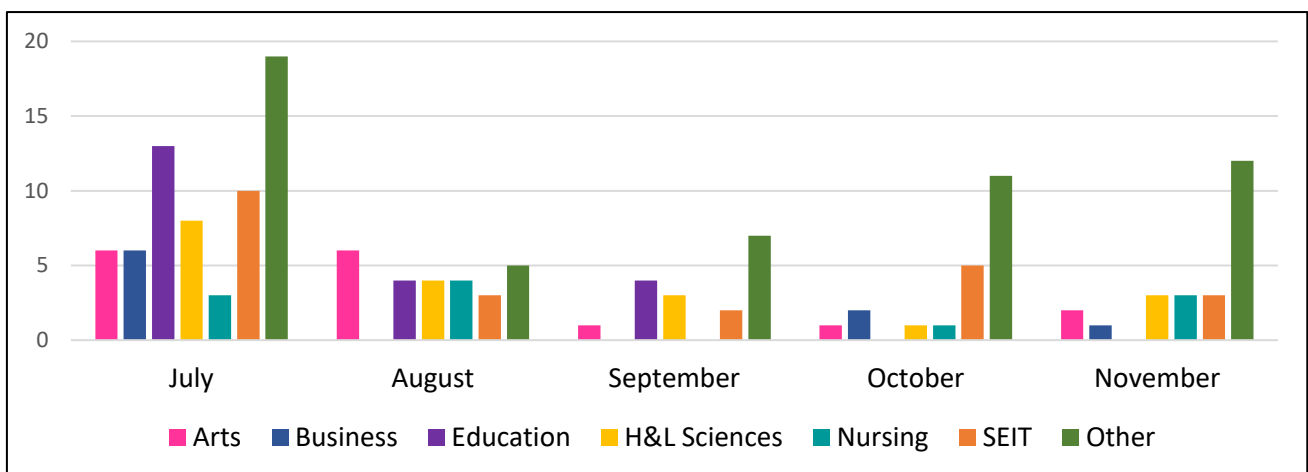Webinars are PD offerings that are easy to access, can be viewed after the event (ie recorded via Adobe Connect) and occur on set Thursdays and Tuesdays throughout the semester (**Graph 1**).
- In the 3rd Quarter of 2018 (July 7, August 6 and September 4), **18 webinars** were offered.
- In the 4th Quarter of 2018 (October 2, November 3), **5 webinars** were offered

**Graph 1: Webinar Registrations (July-November, 2018)**

Of the 153 registered attendees, 70 staff attended multiple webinar sessions). See **Graph 2**.

Workshops

To support fundamental learning and teaching development, a face-to-face learning technology 'bootcamp' was offered at the beginning of each semester. Learning Designers were also available to provide one-to-one support. Workshop delivery was closely aligned to follow existing Academic Induction Program workshops. A total of **47 staff** engaged with these workshops in 2018.

Graph 2: Staff engaged with webinar series (Jul – Nov, 2018)

- Arts (9)
- Business (4)
- Education (9)
- H&L Sciences (10)
- Nursing (4)
- SEIT (10)
- Other (23)
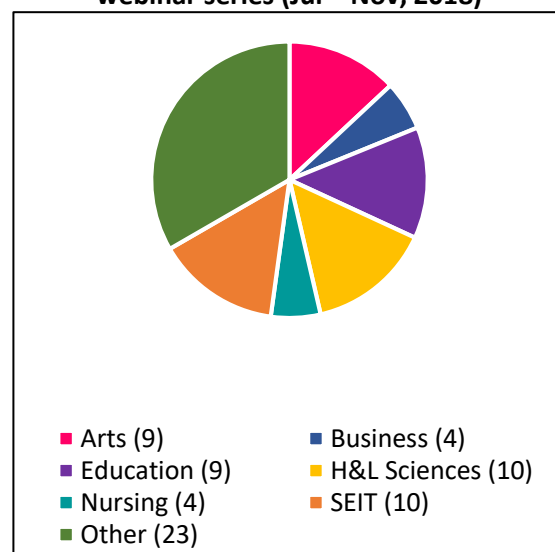
BOLD Short Courses

BOLD Short Courses sessions comprise of 6 fully online facilitated non-award courses delivered over a 4-week period (ie: 2.5 hours per week, approximately 10 hours per course). These sessions offer opportunities for self-paced learning, online and virtual discussions and collaboration, and the development of an individual action plan linked to practice.

- BOLD Short Courses 1 – 3 were offered in June to support the assessment and course design elements of preparing for Semester 2 (**7 staff** completed one or more courses).
- BOLD Short Courses 4 – 5 were offered in September to support the facilitation, feedback and monitoring elements of teaching (**2 staff** completed one or more courses).

Continuous improvement:

- Whilst the feedback from staff who complete these short courses remain positive and useful for online and blended application, the decline in numbers over the past two years will mean that these sessions will not continue in 2019. The material will be utilised in other PD learning modules.

School Targeted PD Workshops/Sessions

CLIPP offered a range of school tailored 'on request' face-to-face, blended and virtual workshops. The focus for this semester was to build relationships with **new Associate Deans of Teaching Quality**, school leaders, redefining 'Scope of Project' priorities and identifying PD needs. A number of school PD sessions were provided in Semester 2 **(Table 2).**

Table 2: School PD Sessions (with attendance)

School of Arts (Attendance)	School of Health and Life Sciences (Attendance)
Designing for blended and online delivery (n = 4)	Feedback – For and of learning, assessment & teaching (n = 56)
Teaching online for student engagements (n = 6)	
Online Assessment tools and strategies (n = 6)	
Using Mahara ePortfolio's in learning (n = 6)	
Models of 'flipped learning' (n = 5)	
General Moodle & Mahara training (n = 6)	
Developing and sourcing content (n = 6)	

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

The GCETE is a postgraduate award program that explores the foundations of providing innovative and contemporary learning and teaching practices in the tertiary setting. It also supports the scholarship of learning and teaching through development of professional practice. Current University policy stipulates 50% completion for new teaching staff within the probation period.

To provide flexible study options and accommodate teaching workloads, the program is offered part-time, online and facilitated in both a standard (12-week) and extended (24-week) version. All courses are delivered at an AQF Level 8. Participants are predominantly FedUni teaching and teaching support staff, with also four (4) full-fee paying students in 2018. See **Table 3**.

Table 3: Staff engaged with GCETE

	School							
	ARTS	**FBS**	**EDU**	**H&LS**	**N&HP**	**SEIT**	**Other**	**Total**
EDGCT 5007 Tertiary Teaching and Learning **(SEM 1)**								
Total completed	4	0	0	3	1	5	0	13
EDGCT 5008 Professional Practice in Tertiary Teaching **(SEM 2)**								
Total completed/in progress	4	2	1	3	1	4	1	16
EDGCT 5009 Contemporary Issues in Tertiary Teaching **(SEM 1)**								
Total completed	0	2	1	1	2	2	4	12
EDGCT 5010 Tertiary Teacher as Researcher and Practitioner **(SEM 2)**								
Total completed/in progress	0	1	1	1	2	1	7	13

- **Student Feedback:** *"It was challenging juggling study with all my other responsibilities, making it difficult at times. I appreciated the support of teaching staff who acknowledged and accommodated these challenges and worked with you to address them"* **(Student, EDGCT5008)**

- **Student Feedback**: *"I think it's evident that the overall program is very coherent and well-structured and that this particular course brings it all together very effectively"* **(Student, EDGCT5010)**

Continuous improvement:
- Due to the ongoing feedback from students around the challenges of studying at the same time they are teaching, in 2019 the GCETE program will move to follow the Winter/Summer semester format to mitigate time pressure clashes, and perceived workload issues.

1.5 Learning and Teaching Scholarship
Research into Scholarship of Learning and Teaching (RiSoLT)
Launched in March 2019, the Research into Scholarship of Learning and Teaching (RiSoLT) hub is an online resources to enable staff (academic, VET, professional, and HDR students) to conduct research into learning and teaching. The foundational resources and support are offered across six modules via Moodle, and guides staff to understand and enhance learning and teaching experiences in higher education.

There were **26 staff** who enrolled and utilised this site in 2018. Feedback on resources have included:
- Staff Feedback: *"The Moodle shell looks great and functions very well"* (Lecturer Level B)
- Committee Feedback: *"This is a positive development for research across FedUni"* (Academic Board)

Learning and Teaching Scholarship from CLIPP
All academic members of CLIPP continue to contribute to university research output in a variety of domains (academic development, student support services, human resource management, leadership and mindfulness).

- Fotinatos, N. (2018). The role of mindfulness in managing HRM challenges for senior higher education learning and teaching leaders. In Lemon, M., & McDonough, S. (Eds.) *Mindfulness in the academy*. Singapore: Springer. doi: 10.1007/978-981-13-2143-6_11
- Fotinatos, N., & Sabo, E. (2018). Impact of centrally coordinated higher education pre-commencement of teaching student support initiative (FedReady) on student engagement: A regional university case study. *Student Engagement in Higher Education Journal*, 2(1), 86-92. doi: 10.1080/03075079.2011.598505
- Weuffen, S., Fotinatos, N., & Andrews, T. (2018). Evaluating sociocultural influences affecting participation and understanding of academic support services and programs (SSPs): Impacts on notions of attrition, retention, and success in higher education. *Journal of College Student Retention: Research, Theory & Practice. 0(0),* 1-21. doi: 10.1177/1521025118803847
- Weuffen, S., Andrews, T., Roberts, K., & Holden, S. (2018). *How valuable is an academic induction program (AIP): A case study exploring factors enabling supportive university learning experiences*. FedUni HREC Ethics Project Number B18-094. (work-in-progress)

1.6 Learning and Teaching Awards
Vice-Chancellor's (VC) Learning and Teaching Awards
CLIPP facilitates the VC's L&T awards to showcase innovative approaches to enhancing student service, learning, and teaching practices across FedUni campuses. Through intensive one-to-one support, and engagement with the associated mentor program, staff are provided with high-level specific support to develop strong applications. The VC's L&T awards process for 2018 was rolled-out via Moodle for the second year in response to a high satisfaction rate and positive feedback from staff in 2017, and building on the suggestions and recommendations for improvement. See **Table 4**.

Table 4: Staff engagement with Vice-Chancellor awards

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

- **Participant Feedback:** *"I prefer the online version to the face to face workshops we used to have. It allowed me to go through each section, and go back to review when necessary. The Moodle shell is well organised and I found it easy to navigate* (Applicant, 2018)
- **Staff comment:** The major reason cited for attrition from one stage to the next was workloads. Staff stated that they underestimated the relative time commitment needed to produce a strong and coherent application. This is also the second year where no funds where available for successful recipients.

National Learning and Teaching Awards – Mentor Program
CLIPP staff continue to support academic staff submit national applications for Citation and Teaching Excellence Awards. This year, 1 teaching excellence award nominee was mentored through the process.

2. Learning Design Team

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

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

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

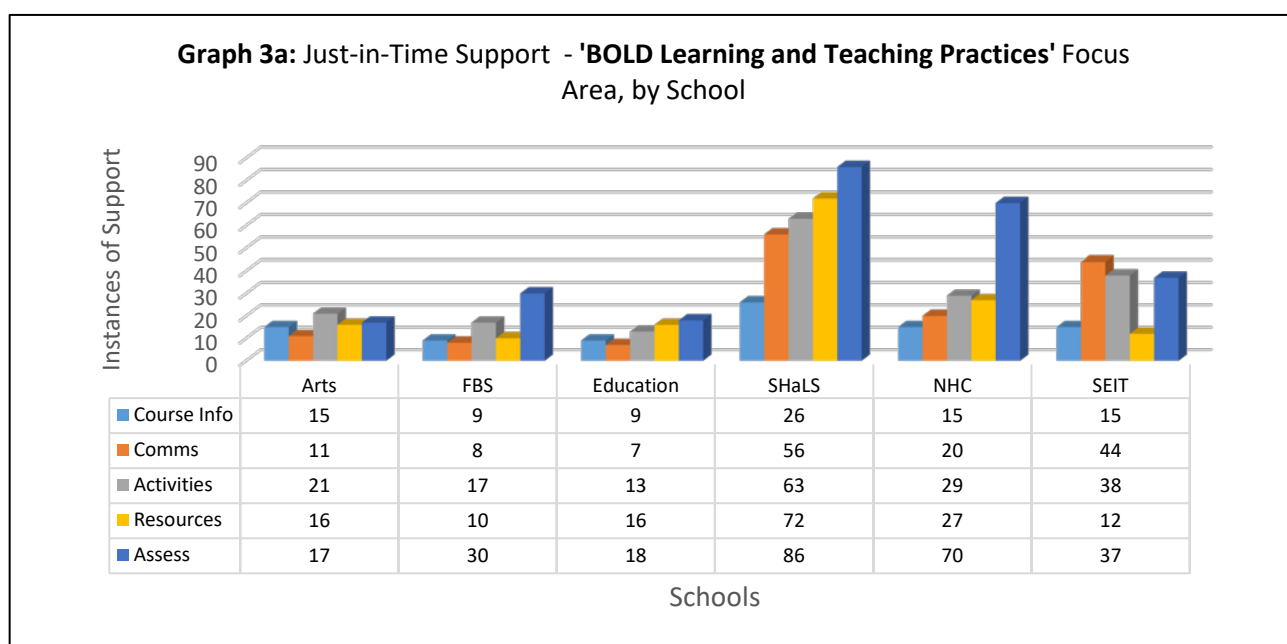These activities align with the 2018-2020 Learning, Teaching and Student Success.

2.1 Just-in-Time Support

Table 5 shows the instances of individual or small group just-in-time support provided to staff in each school by Learning Designers during the period July to December 2018.
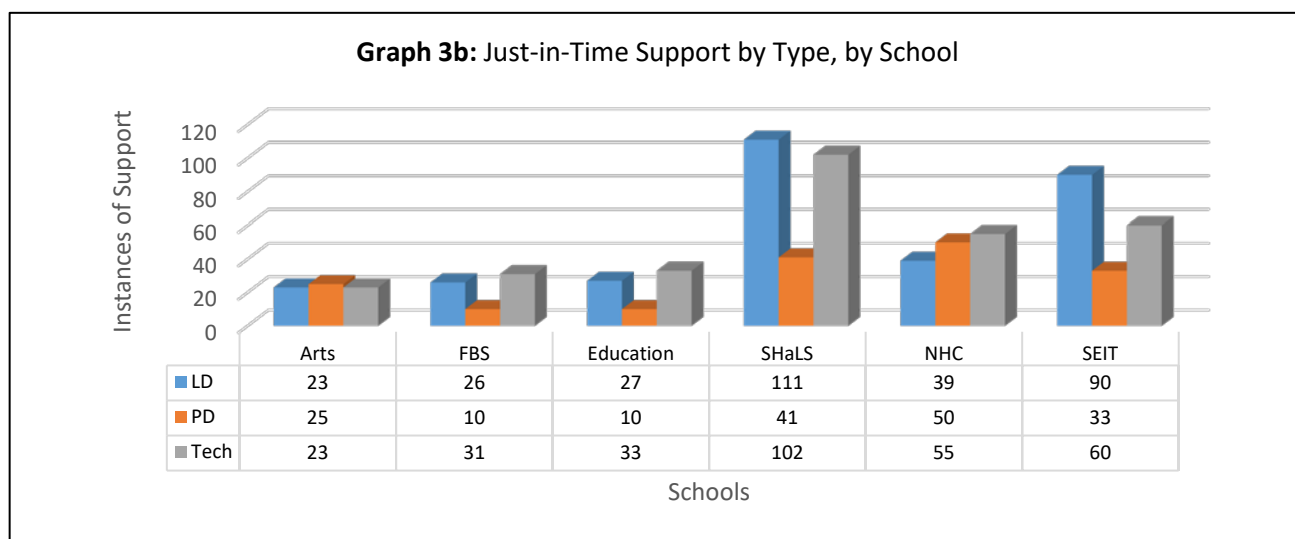
Table 5: Individual or small group just-in-time support

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

The newly developed **BOLD Learning and Teaching Practices** were implemented in 2018. Key areas that interested staff included 'Assessment and Feedback', 'Learning Activities' and 'Communication'.

Graph 3a: Just-in-Time Support - **'BOLD Learning and Teaching Practices'** Focus Area, by School

	Arts	FBS	Education	SHaLS	NHC	SEIT
Course Info	15	9	9	26	15	15
Comms	11	8	7	56	20	44
Activities	21	17	13	63	29	38
Resources	16	10	16	72	27	12
Assess	17	30	18	86	70	37

In addition, data for the July-December 2018 period indicates that support requests received in the Schools of Arts, Health and Life Sciences and Science, Engineering and Information Technology, predominately related to **learning design (LD)**, closely following by **learning technology support (Tech)**. For the Schools of Business and Education, support requests focused more on technology and Learning Design.

Graph 3b: Just-in-Time Support by Type, by School

	Arts	FBS	Education	SHaLS	NHC	SEIT
■ LD	23	26	27	111	39	90
■ PD	25	10	10	41	50	33
■ Tech	23	31	33	102	55	60

Schools

2.2 Project Based Support and Professional Development

During Semester 2, 2018 CLIPP Learning Designers provided support to academic staff as part of strategic projects, as well as facilitated School-based professional development opportunities. In some (but not all) Schools, projects were formalised by a Scope of Project document, as agreed by the Director, CLIPP and School Dean.

2.2.1 School of Arts

The School of Arts are undergoing a program of ambitious redevelopment, with 7 programs targeted for redevelopment and 35 new courses starting in Semester 1, 2019. With so many courses and programs under re-development, the priority for support in Semester 2, 2018 was the development of templates for 3 programs and professional development sessions offered across the school.

Projects

- **Bachelor of Community and Human Services**

  The program is being completely re-written around a new experiential case-based model with fully online and blended delivery with a focus around 'active sessions'. CLIPP has provided the following support:
  - Support for development of online active sessions and 'lecture' content for online and f2f cohorts
  - Development of new Moodle template and options for presenting blended delivery, including development of supporting video resources to guide staff in the use of the new template
  - Professional development for staff in design and delivery of blended and online learning and in the use of various technologies to support this, including presentation at the program planning day.
  - Development of video resources to support the case-based model *(Learning technology team).*

- **Bachelor of Arts**
  - Development of new Moodle template and options for blended delivery

- Professional development for staff in BOLD design and delivery including use of various technologies

- **Bachelor of Criminal Justice**
  - Development of new Moodle template and options for blended delivery
  - Professional development for staff in BOLD design and delivery including use of various technologies

- **3 new Programs: Bachelor of Contemporary Communication Design/Visual Arts /Performance Practice**
  - Support for development of online delivery strategies, especially around the new shared courses.
  - Professional development for staff in BOLD design and delivery including use of various technologies

Professional Development

A number of PD workshops were specifically designed and delivered to support program development (**Table 6**).

Table 6: Professional Development Workshops location

PD Session	Mt Helen	Online
Workshop 1 - Getting Started and Course Design	■	■
Workshop 2 – Teaching Online for Student Engagement and Retention	■	■
Workshop 3 – Developing Content (including using Kaltura and creating videos)	■	■
Workshop 4 - Online Assessment tools and strategies	■	■
Flipped Classrooms	■	
ePortfolios using Mahara	■	

"Thank you for your terrific support to our staff in the School of Arts ... you and your staff have provided outstanding expertise, advice, training and support ... Several times each week, I hear our staff sing the praises of your staff. The new programs to be launched next year would not have happened without you."
*(**Acting Dean, School of the Arts, Professor John. McDonald**)*

2.2.2 Federation Business School

During the period July to December 2018, the Federation Business School Learning Designer has provided over 31 staff, located across three campuses, just-in-time and scope of projects related support. Staff associated with 16 undergraduate, second and third year courses (across three Programs) were identified as requiring intensive support for design and development as part of the BOLD Learning and Teaching Practices.

Projects

- ***SPARK*** - The SPARK module, created in conjunction with Amy Barnhouse at the end of 2017, was presented to the Regional Universities Network (RUN) in October after some follow up development of a Writing Style Guide. The RUN network provided the following feedback about the module:
  "Thank you so much, Kim! I have conveyed your information to the RUN Network, and each uni will send me their contact person. By the way, they LOVE the Moodle shell you designed and the functionality of it. You rock!"
- ***New staff support*** - Three new academics were welcome to the FBS teaching staff at the beginning of Semester 2, 2018. The Learning Designer was a key liaison with these staff as they undertook on-campus (blended) and wholly online teaching. Teaching and technical support were offered through engagement in professional development opportunities and one-to-one meetings.

- *Master shell Audit* – During Semester 2, 2018, the Learning Designer conducted an audit of all undergraduate Master shells to ensure they included the most up-to-date information and content. This project involved reviewing 55 Master Shells and checking that the content was the same as the current teaching shell. This project is ongoing and the Learning Designer will continue to work with staff to ensure improved usage of Master shells.

Professional Development

Professional development occurred on a one-to-one and small group basis with staff, as this was preferred by most staff. It covered a wide variety of practices such as assistance with structuring course information, communicating with students, the design and development of key learning activities; as well as help to design assessment tasks and develop resources.

2.2.3 School of Education

After the School completed program accreditation processes, CLIPP learning designers have provided support to assist the School in undertaking a program of course redesign and development, for approximately 150 new and modified courses, across undergraduate and postgraduate programs, to be delivered from 2019.

Projects

- **Redesigning and redeveloping** the School template for inclusion in the Master shells for 2019 new and modified courses. This was achieved through consultation and approval by the School Teaching Quality committee and wider consultation with School staff through the School newsletter.
- **Creating course Master shells**, and applying the redeveloped template, importing content from some previous Master shells and applying new consistent labelling, for ease of navigation by students.
- For combined undergraduate and postgraduate curriculum courses, creating combined Master shells, and communicating with staff about how to access them and where to undertake their development.
- Being involved in other **School of Education Teaching Quality Committee** working parties involving reviewing course descriptions etc.
- **Providing ePortfolio learning skills** advice to students, across Mt Helen, Berwick and Gippsland campuses for a School of Education course.

Professional Development

Despite numerous offers at School Teaching Quality meetings and through the School Newsletter, staff professional development occurred mainly through engagement in **one to one meetings or small groups**. Some School of Education staff attended central CLIPP webinars about the purpose of Moodle Books and Lessons, and Moodle Activity and Course Completion setting options, and the recordings of these sessions were also made available to all School of Education staff through the School Newsletter.

2.2.4 Schools of Health & Life Sciences & School of Nursing and Healthcare Professions (combined school section)

Following the change to the new School structure, the School of Health and Life Sciences and School of Nursing and Healthcare Professions Learning Designers have collaborated closely to lead the CLIPP Support Team for both schools. The success of this approach has been recognised through the service award nomination from Deputy Dean, Deb Pascoe and ADTQ, Lara Wakeling, for continued excellent service and support.

For courses identified as priorities through the Scope of Project document, the following process occurs:

a) Initial meetings arranged with CLIPP school support team and Course Coordinator to identify needs and action items. These are documented and emailed to the staff member and CLIPP team in order to provide future direction. This has been completed for Semester 1 and 2 courses.

b) Throughout the semester, the CLIPP Learning Designers contact staff to offer further support and follow up. This requires the Course Coordinator to engage and has resulted in varying uptake of support offered.

c) The course is reviewed against the BOLD L&T Practices and feedback is given to and encouraged from staff for future improvements. This has been completed for Semester 1 courses, and meetings will be organised with staff to review Semester 2 courses. This helps to ensure that all courses are of a high quality and results in ongoing improvement in teaching and learning.

School of Nursing and Healthcare Professions Projects

- Identified four undergraduate Nursing courses from previous taskforce feedback.
- Sustainable BOLD practices document (as mentioned in School of Health and Life Sciences)
- Course Co-ordinators of one undergraduate Nursing course and one undergraduate Psychology course have sought feedback on their courses.
- Master of Applied Science (OHS): assistance in redesigning and redeveloping the VIOSH Program for the change to online/block mode in 2019, with a strong focus on SCOHS5511 & SCOHS5513.
- Participate in the Teaching Quality Improvement with Learning and Teaching Professional Development working party as members of the TQSR Committee. Jim and Karalee use their relationship with the school and CLIPP to arrange School Professional Development as prioritised.

School of Health and Life Sciences Projects

- Worked with coordinators of School-priority 7 undergrad Ex Sci courses and 2 first-year biology courses, offering support through the analysis, design, development, implementation and evaluation phases.
- Offshore delivery support for 12 courses in the Environmental and Conservation Science program delivered at Hebei University of Science and Technology (HUST), working with the program coordinator to improve consistency in delivery, communication, and assessment through Moodle design
- New (FoST) staff identified for extra support were assisted through regular support meetings via Skype
- Dean, Dara Twomey, identified that staff can feel overwhelmed by the BOLD-ing process. In response, we developed a two-page flyer – 'BOLD Sustainable Practice' that provided staff with advice on working smart in the BOLD environment (e.g. group management, effective video, communication)
- Master of Professional Psychology
- Master of Clinical Exercise Physiology
- Bachelor of Exercise and Sports Science and Postgraduate units (EXSCI3175, EXPHS6012 & EXPHS6015)
- Development of SHaLS Staff Resources Moodle page as an accessible central repository for staff
- Supporting redevelopment and improvement of marking criteria for Bachelor of Exercise and Sports Science ESSA Accreditation.
- Support innovative technical teaching approaches e.g. 'Bush Medicine Project', intervention video within quiz for Qualitative Movement Diagnosis in Motor Learning and Control

Professional Development

The Schools of Nursing and Healthcare Professions and School of Health and Life Sciences are currently identifying staff professional development needs in order to develop a professional development schedule for 2019. The School Learning Designers will then work closely with Nicole Coombs as lead of the 'Teaching Quality Improvement with Learning and Teaching Professional Development' Working Party and ADTQ Lara Wakeling to advise, organise and deliver relevant professional development for the school in 2019.

2.2.5 School of Science, Engineering and Information Technology

Projects

Project work for Semester 2, 2018 has included preparing the 2019 Scope of Project document, intensive support of new staff, the development of assessment options, guidance about academic integrity and plagiarism and contract cheating and the introduction and implementation of the BOLD Learning and Teaching Practices document.

Professional Development

In lieu of an official Semester 2, 2018 Scope of Project document, professional development occurred on a one-to-one and small group basis with staff. Topics included, listed below in **Table 7**:

Table 7: Professional Development Offerings

Learning Design Topics	Assessment Topics	Other Topics
Pedagogical considerations	Assessment procedures	Course restoration
Online gogical design (Warren, 2018)	Marking workflow	Room bookings
Flipped classroom models	Gradebook	Banners
Moodle interactivity	Grades	Kaltura
Moodle functionality	Turnitin	Adobe connect
Instructions to students	Quizzes	Lime survey
Communication within courses	Exams	Student retention
Case based learning	Marking guides	Access to courses
H5P interactivity	Rubrics	Copyright
BOLD learning and teaching practices	Moderation	HTML coding

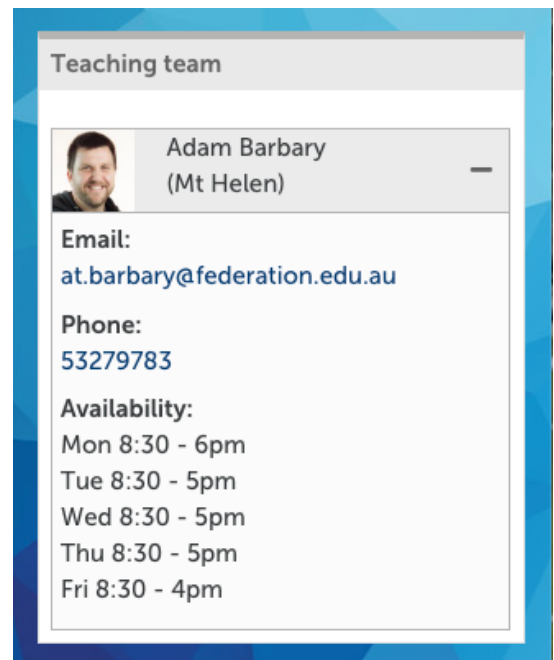# 3. Learning and Teaching Technology Support

3.1 Learning Technology Adoption

Over 2018 we've continued to see strong growth in the Learning Technology engagement statistics.

As teaching staff become time poor, we've seen a marked increase in service support requests as staff shift their focus to just in time support. This is further correlated in the decline in number of staff attending formal training in Learning Technology functionality and use. Feedback from staff who attended training was overwhelmingly positive, highlighting that those who can attend gain valuable knowledge. We continue to review system use, as we look to develop automated processes to simplify repetitive tasks. To date we have completed a contact block and work is well underway to create automated topic templates

Moodle

Moodle has experienced two version updates during 2018. This has brought useful new tools and functionality. Tighter Office integration now allow staff and students to link their FedUni one drive account to Moodle to assist with uploads. A new Dashboard layout was launched this year to provide quick one-click navigation and progress bars for students. Staff were provided with a Master Shell tab to separate non-teaching courses from their interface. Assignments now included collapsible comments, file type restrictions and activity completion tracking can now be overridden by staff if required. Stealth activities and files now allow for Book embedded content to be located alongside the Book module, so that there is less confusion when copying/importing content. Stealth also negates the need for additional hidden or orphaned topics.

Finally, the new auto configured Teaching Team block automatically adds all teaching staff to a contact block, lifting their campus location, email, phone and availability directly from their user profile. See **Graph 4** for further trends.

Graph 4: Moodle's usage continues to climb, with usage up 10% on the same time last year.
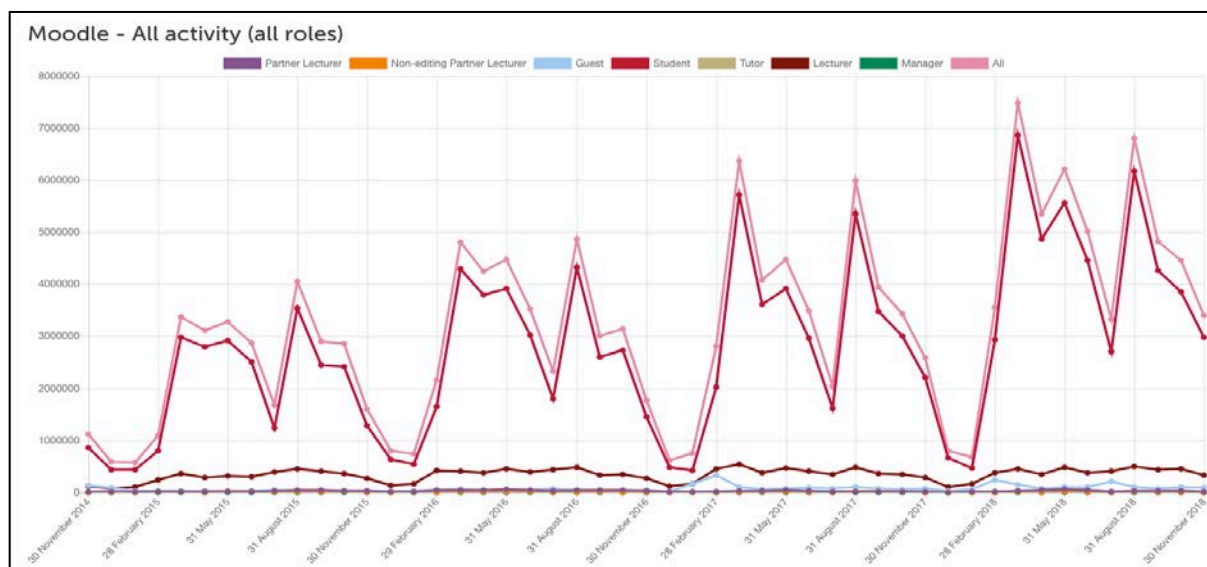
Kaltura

After joining the Learning and Teaching technology suit in 2017, Kaltura has continued its upward rise, this year adding a mobile app to its features. The app allows students to record using their mobile device, and then upload this to their Kaltura storage space. From there, the students can publish their video within Moodle using an assignment submission, or anywhere they have access to an editor. (In a forum for example). In the last six months of 2018, video contributions have increased by over 20%, whilst media plays and user interactions have increased 70% and 170% respectively. Kaltura will continue to advance in 2019 with new machine translated closed captioning being added shortly, and a brand new, simplified, desktop capturing tool. For more information please see **Table 8a** and **8b.**

Table 8a and 8b: Kaltura and Moodle Use

Multimedia content contributions to Kaltura			
Year	Video	Audio	Image
Jan-May 2018	3926	548	41
Jun-Dec 2018	4365	340	54

Multimedia content interactions via Kaltura and Moodle			
Year	Plays	Downloads	Unique Users
Jan-May 2018	32123 Full Plays	3014	6780
Jun-Dec 2018	54545 Full Plays	3445	18183

Mahara

ePortfolio templates were well received in Mahara during 2018. The templates, allowing for rapid design of ePortfolios for assessment, reduced the learning curve for students and provided a standard layout which made marking more efficient. After feedback from the School of Education, some Mahara templates will receive further revision, including embedded task instructions in order to further simplify assessment tasks. ePortfolio growth is steady with an additional 4300 accounts generated in the second half of 2018.

Adobe Connect

Connect has had a fairly quiet year as far as development goes. The system has been shown to be robust and staff and students have had few issues with the system. 2019 will see the introduction of a new launch interface based on HTML5, finally removing the current Flash based interface. This is a big leap forward for Connect as far as platform independence.

Turnitin

Turnitin continues to be a key tool in identifying content that requires referencing to students, as well as being a primary tool for the detection of Plagiarism. During 2018, there were 11670 registered student users of the service, generating almost 70,000 Similarity reports.

3.2 Learning & Teaching Technology Support

The CLIPP Learning & Teaching Technology Support team promotes and supports effective staff and student use of learning. Often the first point of call for Learning Technology support, the team works efficiently to triage and resolve technical issues and provide advice on the suitability and capabilities of FedUni's online learning technologies. On top of support requests, the team maintains documentation, develops and delivers professional development around the use of technology, as well as testing and evaluation of system upgrades (**Graph 5**).

Graph 5: Service Support Incidents Requests (2016-2018)

SERVICE SUPPORT INCIDENTS + REQUESTS 2016-2018

	Q1	Q2	Q3	Q4
2016	355	272	374	257
2017	533	438	670	507
2018	672	625	737	527
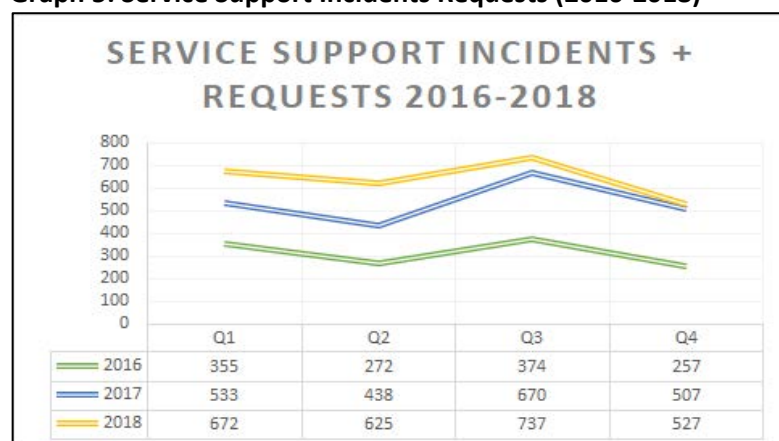
3.3 Strategic Priorities

Each year brings new trends in online learning systems, and to stay abreast of these changes the team is constantly monitoring and testing new products and features. Processes and interfaces are evaluated to ensure that they are robust and adequate for the task. Improvements and revisions are made in order to simplify or make tools more efficient to use. Key areas of focus for 2019 are:

- Establishment of a technology equipped Media Studio at Berwick to complement the existing spaces at Mt Helen and Churchill
- Collaborating with ITS and Faculty on the development, testing and promotion of navigational aids and course layouts to enhance and standardise the learning experience across courses within the Moodle
- Further expand the suit of user tours in order to familiarise staff and students with Moodle's features
- Collaborate with ITS to introduce a robust archiving system to increase the efficiency of the Moodle platform whilst maintaining integrity compliance with data retention
- Developing protocols with ITS to enable our Alumni to continue to access and build on their academic and professional ePortfolios

3.4 Learning Content Development / Digital Production

Graphic Design Services

Jaimee Westin has been very busy this year with *88 graphic design requests* and *18 online graphic requests*. These include infographics, posters, Moodle graphics, booklets and more.

New Learning and Teaching Website

The Learning and Teaching website has been reviewed, restructured and redeveloped. It supports self-paced, online and just-in-time information that can be accessed at any time. Whilst progress is still underway, the eight domains for BOLD learning and teaching listed above, with information related to both pedagogical underpinnings and application to practice.

View the website:
https://federation.edu.au/learning-and-teaching

Project: The Curious Seminar Series Promos
Client: School of Arts / Cultural enquiry
Research Group (CERG) / Marketing

Armed with a fantastic script by Bronwyn Blaiklock, the Digital Production team set about expanding the story further by creating a rough animatic from stock images. The animatic process results in a draft video that helps set tone, camera angles, timings and music. This also ensures that our client and crew are all have a unified vision before any costly, time constrained process of shooting begins.

With a skeleton crew and extremely short timeframe to film on location, we drew heavily upon our solid pre-production planning to efficiently light and shoot the various scenes and angles. Atmospheric fog, coloured lights, props and costume all combined to produce a very unique, 'cinematic' visual look. The footage was edited together and colour graded, visual effects created & composited and the soundscapes were pieced together with extensive audio mastering to give a unique gothic feel. With a near-zero budget, CLIPP Digital Productions delivered another extremely high quality video production.

Watch the video here:
https://fedflix.federation.edu.au/media/0_kqupsrih/

4. Student Academic and Study Support

4.1 FedReady

FedReady has been helping students prepare for their undergraduate degree since its beginning in 2012. In Semester 2, 2018 the program ran at Berwick, Gippsland, and Mount Helen campuses, as well as online (targeted to online and flexi-students, as well as the Wimmera campus). FedReady runs for five days at the main campuses, and 10 days online. The feedback for the service has been overwhelmingly positive, with students consistently stating that they felt more confident and prepared from having attended FedReady.

This semester a total of **132 students registered for FedReady Mid-Year**, and 59 (45%) of these students participated in the program across the three campuses and online. Over time, however, a steady decline in the attendance rate has been observed at all campuses in FedReady Mid-Year, decreasing from a high of 160 students in 2015 to a low of just 59 in 2018, in spite of an increase in Sem 2 commencing students over the same period. This negative trend is concerning, and could be related to insufficient marketing of the program.

One hundred percent of students retained until the end of the program (n=7) agreed that FedReady had taught them important skills that they would need for their university studies. In the feedback survey, students were asked why they had taken part in FedReady. Almost all respondents (24/28) selected "to build my confidence for university study" as one of their answers. Another student observed, "I would recommend FedReady because it helped me more than I was expecting it to." – Student at FedReady Mid-Year, 2018. Further exploration into factors associated with semester 2 decline is being undertaken.

4.2 Mentor Program

The Federation University Mentor Program hires experienced, successful students and matches them with first year students in their faculty during Orientation Week. Mentoring programs run across all campuses and online, and actively support commencing students for the first five to six weeks of each semester. This semester 36 Mentors were hired for the 715 new students, as indicated in **Table 9**.

Table 9: Average number of students per Mentor - all campuses

	Berwick	Gippsland	Mount Helen	Online/FLX	Total
Students	173	115	336	91	715
Mentor	8	8	17	6	39
Group size	22	14	20	15	18

Mentors are assigned groups of students by their home School. A group size of 15 is ideal from a social perspective, however combined with budget and resource restrictions this has been extended to a goal of 15-20 students per Mentor. Table 10 shows the average size the Mentor groups of each School and campus. Late enrolments influence mentor ratios **(Table 10)**.

Table 10: Average number of students per Mentor group - all campuses

	Berwick	Gippsland	Mount Helen	Online/FLX	Total
Arts	-	-	16	5	21
Business	20	12	18	28	148
Education (excluding FAST)	22	30	37	-	89
FAST	14	16	23	14	119
Health and Life Sciences	13	6	15	22	111
Nursing & Healthcare Prof.	35	13	14	9	134
SEIT	8	11	20	13	93
Total	173	115	336	91	715

4.3 Peer Assisted Study Support (PASS)

The Peer Assisted Study Sessions Program (PASS) program at Federation University began in 2011 and aims to support students enrolled in specific core first year subjects by providing weekly, student-facilitated study sessions. In Semester 2, 2018, PASS ran across all campuses and online from week 2-12, with an extra two-hour session run as part of the 'SWOTVAC Super Study Day'. It was offered in eight different courses across all Schools. Of the students who attended PASS, **82% of those received a pass or higher**, while only 61% of students who did not attend PASS achieved pass or above. Thirty percent of students who attended five or more sessions achieved a distinction or high distinction, compared to only 24% of students who did not attend PASS (**Graph 6**).

Graph 6 PASS provision to domestic and international students.
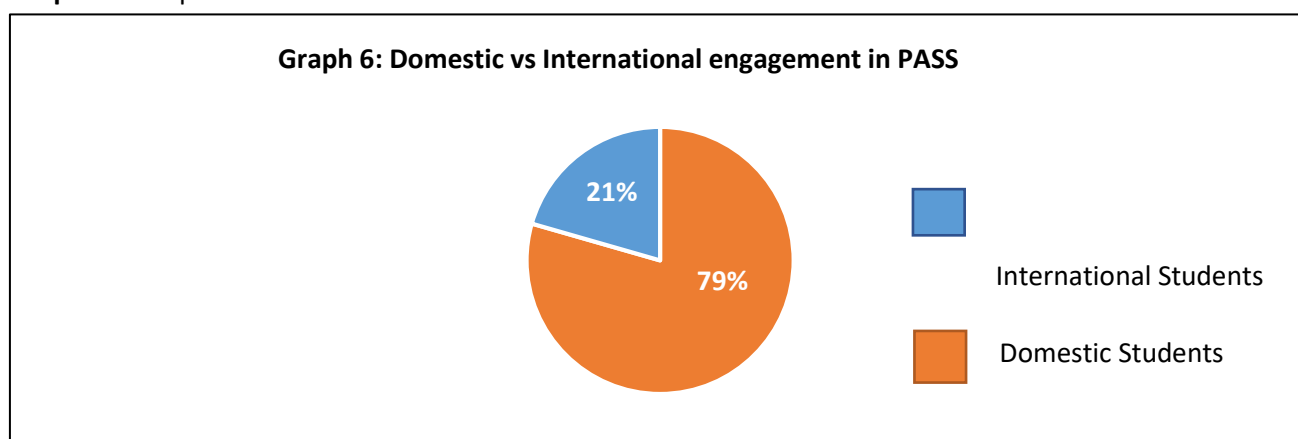
4.4 Academic Skills and Knowledge (ASK)

The Academic Skills and Knowledge (ASK) Service gives FedUni students access to peer-provided academic support. The service is offered on five campuses: Churchill, Mount Helen, Berwick, SMB and Camp Street, as well as via phone and email. ASK is staffed by experienced, high performing students who are trained in addressing student queries, including how to provide suitable referrals to other University support services. Key statistics for Semester 2, 2018:

- **1831 enquiries were made through the ASK service**
- Berwick (39%); Mt Helen (32%); Gippsland (13%); Camp Street (9%); SMB (6%). The number of enquiries received at Berwick has significantly increased from 2017 to 2018.
- 81% of all enquiries were made face to face at the ASK desk.
- 74% of enquiries were able to be resolved by the ASK Service, with the rest referred to another service or website.

The most common enquiry topic was 'IT and Technology Support', accounting for 31% of enquiries at the ASK Service. This was followed by enquiries about 'Library Services' (10%), 'Referencing' (9%), 'Essay Writing' (8%) and 'Directions' (6%).

4.5 Studiosity

Studiosity at FedUni entered its second year in 2018, replacing the former Your Tutor program. While the use of the **Writing Feedback** (Table 11) sessions increase, there was a marked decrease in use of the Connect Live services in Sem 2. This may be explained by two observations. Due to SASS staffing shortages at the end of the year, there were fewer promotional activities delivered on campuses, which may have decreased student awareness of the service. In addition, there was an issue with confusing notifications from Studiosity appearing as some students tried to log in in Sem 2. We believe this may have lead the students to erroneously believe they could not access the service in some subject areas. SASS has flagged this with Studiosity and we believe the issue has now been resolved. Looking forward, the SASS team has prioritized Studiosity promotion in 2019 **(Table 11**).

Table 11: Writing Feedback Summary of usage

Writing Feedback	Sem 1, 2017	Sem 2, 2017	Sem 1, 2018	Sem 2, 2018
Submissions	455	1082	1407	1085
Minutes	11985	30100	29920	32100

4.6 Learning Skills Advisors 1:1 consultations

Undergraduate and postgraduate students can access intensive and targeted learning support that meets their specific needs through individual or group consultations with LSAs. In semester 2 2018, these consultations were generally appointment-based and occurred predominantly face-to-face in all campus libraries except Horsham, but also online (via email) and over the phone. Students could also access the Writing Space service at Mount Helen (currently insufficient staff at Berwick and Gippsland).

There were **768 LSA consultations (410 students) in semester 2, 2018**. The data represent an increase in student numbers overall (52%) compared to Semester 2 2017, which can be broadly attributed to the increase in student enrolments at the Berwick campus this year and, also, the extension of our service to Arts students based at the Camp St campus this semester. Student engagement varied across schools (**Graph 7**).

Graph 7: School Representation Semester 2, 2018
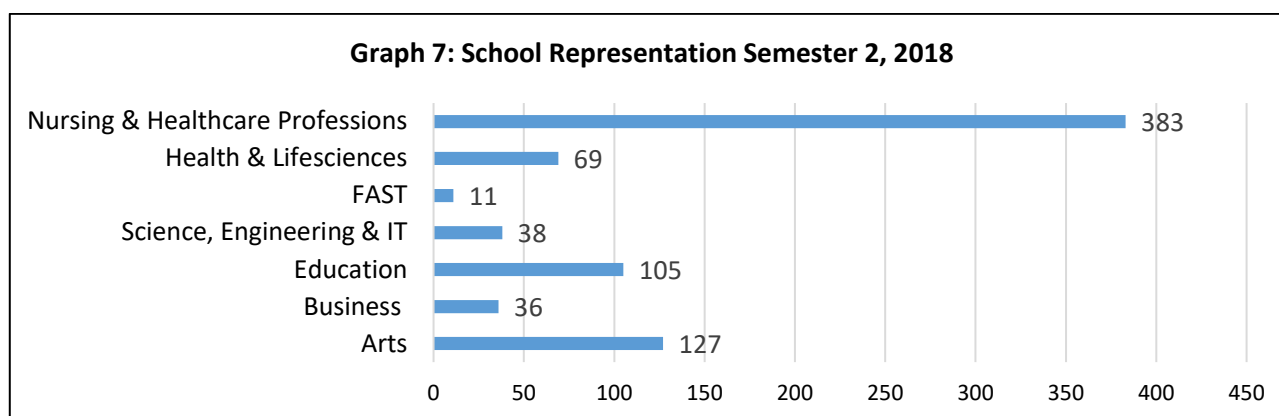
Part of the LSAs' work involves targeted workshops embedded in lectures. This semester the team **deliver 48 embedded workshops across numerous** Schools: Nursing; Community & Human Services; Education; Science; Psychology; Arts; Social Work. These were instigated by lecturers, who contacted at least one LSA for assistance with a targeted workshop.

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