Centre for Learning Innovation and Professional Practice (CLIPP)

Mid-year Report
(January – June 2018)

Contents

Staff Support Functions

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

1. Academic Enhancement Support

The Centre for Learning, Innovation and Professional Practice (CLIPP) is committed to supporting teaching staff with opportunities to develop, enhance and advance their learning and teaching practices to address the following University Strategic goals:

- Foster accountability, responsibility and empowerment through student-centred learning
- Successfully embed blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds
- Enhance learner support for online/ external learning to improve student experience, retention and success

a. Professional Development Framework

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

Figure 1.0: Professional Development Framework

b. Academic Induction Program

The Academic Induction Program is a formalised support for new and returning Federation University teaching staff. Whether sessional, contract or ongoing, staff 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 1, 2018, one session was delivered each at the Berwick, Brisbane, Churchill and Mt Helen campuses. Attendance figures as follows:

Table 1: Semester 1, 2018 Academic Induction Program Attendance

Campus	Faculty					Total		
	FEA	FBS	FoH	FoST	Other	Sessional	Fixed/Ongoing	Total
Berwick	3	2	3	3	0	2	9	11
Brisbane	0	0	0	3	0	3	0	3
Churchill	0	0	3	2	1	2	4	6
Mt Helen	0	2	1	3	0	3	4	7
Total	3	4	7	11	1	10	17	27

Legend: FEA = Faculty Education and Arts; FBS = Federation Business School; FoH = Faculty of Health; FoST = Faculty of Science and Technology

c. BOLD Professional Development Offerings

CLIPP recognises the need to provide ongoing quality professional development to all teaching staff to ensure quality BOLD learning and teaching practices across eight 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 (f2f), blended and online teaching practices;
6. Feedback – Quality feedback for learning;
7. Monitoring – Monitoring engagement and learning;
8. Evaluation – Reviewing for future enhancements.

It is recommended that all teaching staff engage with a minimum of one professional development opportunity within each learning and teaching domain per calendar year (pro-rata basis), or as negotiated with the line manager given individual, course and program learning needs.

BOLD PD Offerings | Resources

A suite of self-paced, online, just-in-time resources and professional learning modules that can be accessed at any time **(See Appendix 9).**

BOLD PD Offerings | Central

Facilitated, online and offered quarterly, CLIPP offer a range of offerings to support general and specific professional learning needs related to BOLD pedagogy and learning and teaching technologies **(See Appendix 8).**

- **Webinars**

Offered fortnightly, these one-hour virtual presentations consist of information sharing and discussion about improving BOLD teaching practices and use of learning technologies.

Table 2: Semester 1, 2018 Webinars Attendance

Webinars	FEA	FBS	FoH	FoST	Other	Total
Marketing Online: What's in it for me?	1	0	2	0	3	6
Moodle & Turnitin: Technologies to support marking online	0	0	1	0	2	3
Presentation & Workshop: Introduction to Mahar ePortfolios	2	0	0	0	1	3
Reporting: What's in it for me?	0	0	2	1	1	4
Moodle Reports: Tips and tricks	0	0	3	0	1	4
Total number of staff completed	3	0	8	1	8	20

- **Learning and Teaching Core Skills Boot Camps**

In recognition that new, sessional, and staff returning to teaching have a specific need to acquire core learning technology skills and knowledge, CLIPP offered half day workshops and half day unstructured learning technology and learning design support.

**Table 3: Learning & Teaching Core Skills Boot Camp Attendance**

Learning and Teaching Core Skills Boot Camp	FEA	FBS	FoH	FoST	Other	Total
Churchill	3	0	4	1	1	9
Berwick	1	1	2	3	0	7
Mt Helen	2	2	2	1	0	7
Total number of staff completed	5	3	8	5	1	23

- **BOLD Short Courses**

Six fully online, facilitated courses of approximately 10 hours each delivered over a four week period (ie: 2.5 hours per week). Offers opportunities for self-paced learning, online and virtual discussions and collaboration, and the development of an individual action plan for application to learning and teaching practices.

The *'Design Series'* includes BOLD Short Courses 1, 2 and 3, and are offered pre-semester to support staff in planning and designing learner-centred blended and online courses.

The *'Teaching Series'* includes BOLD Short Courses 4, 5 and 6, and are offered mid-semester to support staff in facilitating, monitoring and reviewing their blended and online teaching initiatives **(See Graph 1).**

Graph 1:Completion (Sem 1-2018)

FEA | FBS | FoH | FoST | Other
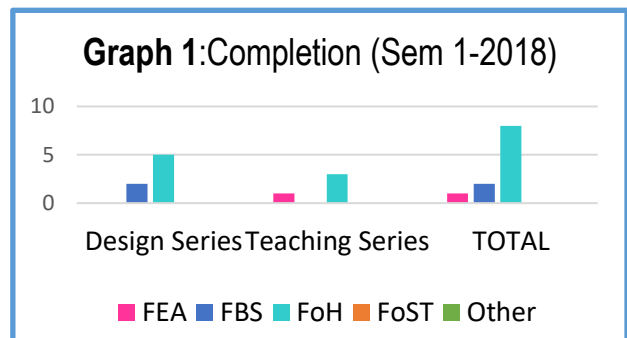
BOLD PD Offerings | Faculty

To support the self-paced resources and central PD offerings, CLIPP offer a range of 'on request' face-to-face, blended and virtual 1hr workshops tailored to address specific school/program learning needs. CLIPP can also facilitate additional 'off-menu' workshops on any learning and teaching topic to address teaching teams learning needs **(See Appendix 10).**

Table 4: Faculty Specific Professional Development

Faculty Specific Professional Development	FoH
Effective use of Kaltura Video and Audio in BOLD Learning & Teaching	17
Moodle Groups	7
Conditional Release and Workflows	7
Kaltura	8
Moodle Overview	11
Groups & Gradebook	8
Total number of staff completed	58

d. Graduate Certificate of Education (Tertiary Education)

The GCETE is a postgraduate award program that explores the foundations of providing innovative and contemporary learning and teaching practices in the tertiary setting, along with supporting the scholarship of learning and teaching through development of professional practice. Current University policy recommends commencement of this program within two years of commencing employment for those teaching staff without formal education qualifications.

This postgraduate program is offered part-time, online and facilitated in both a standard (12-week) and extended (24-week) version to provide flexible study options. All courses are delivered at an AQF Level 8. Courses EDGCT5007 and EDGCT5009 are offered in Semester 1, and EDGCT5008 and EDGCT5010 are offered in Semester 2.

Table 5a and b: Graduate Certificate of Education (Tertiary Education)

EDGCT 5007 - Tertiary Teaching and Learning	FEA	FBS	FoH	FoST	Other	Total
Standard 12 Week – completed	3	0	1	0	1	**5**
Extended 24 Week – in progress	1	0	2	6	1	**10**
Total number of staff completed or in progress	**4**	**0**	**3**	**6**	**1**	**15**

EDGCT 5009 – Contemporary Issues in Tertiary Teaching	FEA	FBS	FoH	FoST	Other	Total
Standard 12 Week – completed	1	2	2	1	4	**10**
Extended 24 Week – in progress	0	0	1	1	0	**2**
Total number of staff completed or in progress	**1**	**2**	**3**	**2**	**4**	**12**

Link: http://federation.edu.au/staff/learning-and-teaching/clipp/professional-development/award-programs

e. Learning and Teaching Scholarship

To support academic staff in conducting scholarship of learning and teaching (SoTL) based research, a range of resources are under construction to foster research practices focused on understanding better, and advancing, learning and teaching in higher education, for improved student learning experiences and retention. Click here to visit the website: http://federation.edu.au/staff/learning-and-teaching/clipp/awards-grants-and-research/research-into-scholarship-of-learning-and-teaching-hub

Unveiled this semester, the *Research into Scholarship of Learning and Teaching (RiSoLT) Hub Moodle site* provides foundational information and support to academic staff, VET teaching staff and HDR students, around key SoLT research concepts. Offered online, just-in-time and self-paced, section themes include:

Table 6: Scholarship of Learning and Teaching Research Module (22 staff enrolled in Semester 1)

Scholarship of Learning and Teaching (SoLT) research modules		Total hrs
Why research scholarship?	Gather knowledge of how scholarship is an integral component of the academic role and higher education sector.	1
SoLT Fundamentals	Explore the history, complexities, tensions, and possibilities of SoLT to discover the relationship between disciplinary and educational theory, research, and principles.	4
SoLT Frameworks	Discover the link between TRN & SOLT to learn about theoretical frameworks, study design, data collection, and methodology	5
Getting started on a SoLT project	Learn about how to find your area of inquiry / research questions in order to conduct a preliminary literature review, and plan for data collection.	5
Ethics and SoLT studies	Identify progression of ethical thought in relation to historical human research projects to develop situational understanding of policies and procedures.	2.5
Support & Momentum for SoLT studies	Distinguish effective methods of project planning and contribution to networks of practice.	3

f. Learning and Teaching Awards

Vice Chancellor Citations and Awards

Learning and Teaching Awards

In response to the overwhelmingly positive feedback about moving the Vice-Chancellor's Learning and Teaching Awards online in 2017, CLIPP continues to offer comprehensive support via moodle to staff wishing to complete an application in 2018. The site has been developed to scaffold understanding and develop skills necessary to produce a strong competitive application.

Early records indicate that retention of applicants - from intention to apply, to final submission - has improved by 200% (from 34% to 70%). This year, 40 professional and academic staff members were recognised by senior management for their significant contributions to enhancing learning and teaching experiences at FedUni. Of these, 23 staff members have taken up the opportunity to apply for an award and have submitted the first draft of their application. CLIPP is currently in the process of providing constructive feedback to guide staff further develop their applications and submit application for panel review in September. Successful applicants will be awarded at the CLIPP eLearning showcase on Wednesday, 7 November, 2018.

See link: http://federation.edu.au/staff/learning-and-teaching/clipp/awards-grants-and-research/vice-chancellors-awards

2. Learning Design Support

The Learning Design Team has continued to offer high quality support to all schools and faculties within Federation University. Some of the main achievements have included the successful implementation of the CLIPP School Service Model; the design and development of the BOLD Learning and Teaching Practices. In addition to this, the Learning Design Team has facilitated the development of faculty/school scope of project documents. This includes the design and development of internal and external resources aimed at enhancing academic integrity, support for staff and students, and ensuring compliance with copyright and accessibility requirements.

a. Learning Design Support/Enhancement

Between January and June, 2018, CLIPP's new client service model officially began. **See Appendix (1-6).** The Learning Designers (LDs) have been a key component of the transition to this new model for both CLIPP staff and faculty/school staff. This model has provided more faculty/school focused support for staff at all stages of the semester. The introduction of this new service model has also ensured that all faculties/schools continue to receive ongoing support when their Learning Designer is on leave.

b. Scope of Projects (SoP) courses (based on prior academic restructure)

The Scope of Project documents are agreed documents between CLIPP and the faculty/school regarding priorities at course and program level.

Faculty of Science and Technology (FoST)

The Scope of Project document was signed off in April, 2018. Fifteen courses were identified as requiring support. Of those 15, 10 were run for domestic students with the remaining 5 Environmental Science courses delivered into China. Eight new staff members were offered priority assistance as requested by the Faculty with a range of communication and support mechanisms put into place to support them. All of the identified courses are being reviewed against the BOLD Learning and Teaching Practices.

Faculty of Health (FoH)

The Scope of Project was signed off in April, 2018. Six undergraduate courses were identified as a priority for development during Semester 1, 2018, and a further four undergraduate courses identified for Semester 2 development. Further to these courses, priority was allocated to 1st year Bachelor of Psychology courses as well as other whole-faculty projects. Support has been offered throughout the semester for priority Semester 1 courses, and initial meetings have taken place for priority Semester 2 courses. All identified courses are being reviewed against the BOLD Learning and Teaching Practices.

Faculty of Education and Arts (FEA)

No Scope of Project document has been signed off as yet for the School of Education, however, priorities for development in the new School of Arts have been derived from the Future FEA project. From this, the main priority programs are three new Arts Academy programs and a refreshed Bachelor of Community and Human Services program. These programs are currently being developed for delivery in 2019. As part of supporting the Arts Academy in the major redevelopment, CLIPP have provided intensive support to program developers in the re-working of existing courses and in the creation of new course outlines, all of which were approved by curriculum committee.

Federation Business School (FBS)

The Scope of Project was signed off in March, 2018. This document identified undergraduate courses within 2nd and 3rd years as priority, especially courses being taught as ODL in SEM2 2018. The MPA/MBA program was also identified as a priority for Semester 1 and Semester 2, 2018. Currently these programs have seen the creation of more than 30 courses for redevelopment and populated with the current teaching template. Training for staff on how to use the new template, the BOLD L&T Practices, media usage, copyright and layout is being undertaken and will continue into Semester 2, 2018.

c. Progress made with Courses and Programs in Faculties

Between January and June 2018, Learning Designers supported and resolved a range of ad-hoc requests from academic staff within all of the faculties.
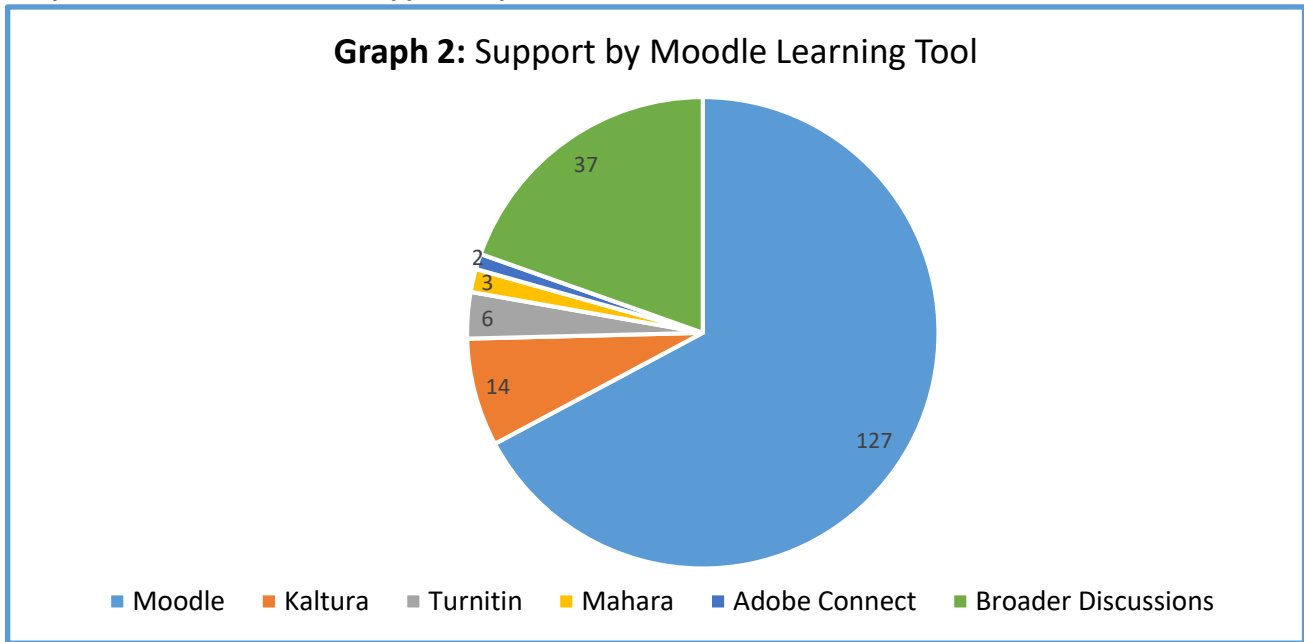
Table 7: Ad-hoc requests from academic staff within Faculties/Schools

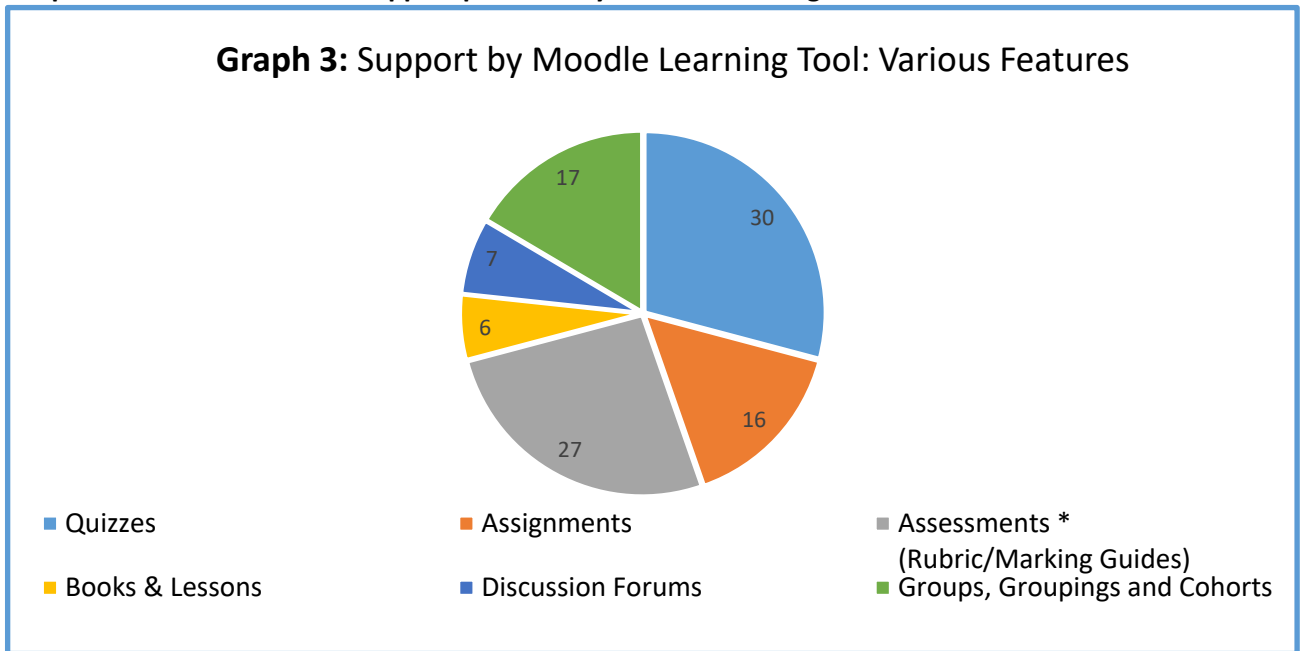| Faculty/School	Identified area of support ranging from:	Ad-hoc requests
Faculty of Health	Technical settings to the design and implementation of resources, activities and assessment rubrics.	100+
Faculty of Science and Technology	Training in simple technical settings to the design and implementation of assessment rubrics and marking guides.	80+
Faculty of Education and Arts	Support was provided to FEA staff to up-skill them in the use of Moodle and new technologies such as Kaltura.	N/A
Federation Business School	Technical settings within Moodle through to assessment and learning activity design.	50+

d. ServiceNow Projects

Between January and June 2018, the Learning Design team undertook a project to experiment with recording some of their ad-hoc requests in the ServiceNow test environment, with access provided to the system by ITS. There were a total of 182 ad-hoc support requests recorded in Service Now, which represents a proportion of all the ad-hoc requests during this period. Participating in this project has allowed the Learning Designers to become familiar with the ServiceNow system, and provide feedback about the changes that would be required for ServiceNow to be used by Learning Designers going forward. In addition, as Learning Designers often support and advice an academic about several teaching and learning related items in the one conversation, the details of several support items may be recorded in the one ad-hoc support request within ServiceNow. Keyword searches have been used to identify trends in the topic(s) of conversations held between Learning Designers and academics. In the future, to streamline reporting of ad-hoc support requests, additional fields such as course code, a staff member's school/location, and the type of conversation will be incorporated into the data entry form **(See Graph 2).**

Graph 2: Semester 1. Ad-hoc support requests, 182 were recorded in ServiceNow

Graph 2: Support by Moodle Learning Tool

37
2
3
6
14
127

■ Moodle ■ Kaltura ■ Turnitin ■ Mahara ■ Adobe Connect ■ Broader Discussions

Graph 3: Semester1. Further support provided by Moodle Learning Tool: Various Features

Graph 3: Support by Moodle Learning Tool: Various Features

17
30
7
6
16
27

■ Quizzes ■ Assignments ■ Assessments * (Rubric/Marking Guides)
■ Books & Lessons ■ Discussion Forums ■ Groups, Groupings and Cohorts

*Note 1: Assessments more broadly e.g. managing workflows, individual and group overrides, and recording grades.

In addition to supporting staff involving the above systems and features, there were broader conversations between Learning Designers and faculty/school staff about teaching and learning issues. These included discussions about learning design, course structure, navigation and lay out as well as course set up and review, and other impacts such as copyright, course accreditation, how to engage students and the use of open educational resources (OERs) e.g. Kanopy or ClickView videos.

e. Professional Development

Learning Designers also developed and ran a range of tailored professional development sessions for staff throughout Semester 1. These were conducted in a range of settings including during Faculty planning days and when requested by staff or program leaders.

- FoH had the highest number of PDs run with a total of 58 staff attending;
- FBS undertook PD on rubrics and assessment with a total of 19 staff;
- FoST PD was delivered to 2 Engineering Discipline Group Meetings in Semester 1; and
- FEA participated in a range of Future FEA planning meetings, Kaltura and Mahara workshops where conducted and support was offered as requested.

f. Projects

BOLD Learning and Teaching Practices

The BOLD L&T Practices document was designed during Semester 1, 2018 to align with Federation University's Strategic Plan 2018-2022. This document was designed by the Learning Designers to provide clear guidelines for academic staff about recommended BOLD teaching practices for different delivery/study modes (face-to-face; blended; wholly online) and presented as a checklist to give staff the opportunity to inform, evaluate and reflect on their current teaching practices and address identified needs. This checklist has been approved by the University's Learning & Teaching Committee (June, 2018) and is available for all staff to access via the website. See link: http://federation.edu.au/staff/learning-and-teaching/clipp/bold-learning
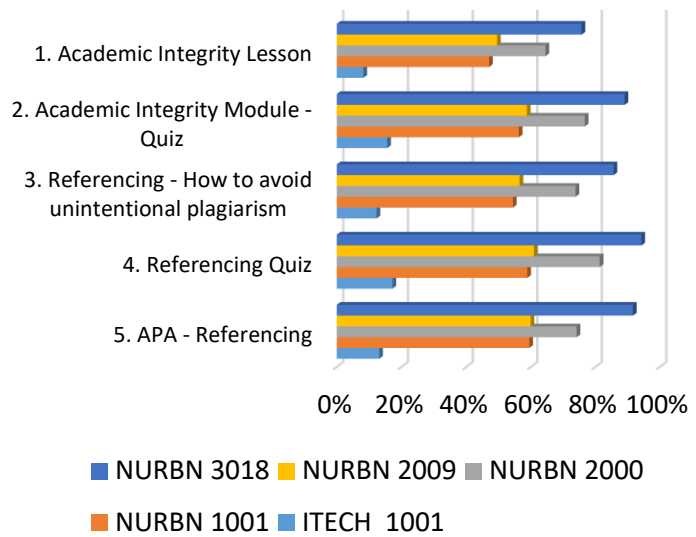
Academic Integrity Module (AIM)

The AIM was created to educate students about important aspects of academic misconduct as outlined by TEQSA. This included information and activities covering areas such as plagiarism, contract cheating, collusion, offering or accepting bribes and fabrication or falsification of information. A Moodle shell was created and trialed in two ways: embedded within a foundational Nursing course in the FoH, and offered as a standalone module for lecturers to direct their students to. In total, 2400 students had access to the module with 1555 (65%) completing at least one element of the module **(See Table 8 and 9); (See Graph 4 and 5).**

See Academic Integrity Module link: https://moodle.federation.edu.au/course/view.php?id=44369

Table 8: AIM embedded within courses

Academic Integrity Modules embedded within courses - Total enrolled	
ITECH 1001	122
NURBN 1001	827
NURBN 2000	279
NURBN 2009	701
NURBN 3018	383

Graph 4: % Completion of AIM (embedded within courses) *

Table 9: AIM as stand-alone module

Academic Integrity Modules (stand-alone course) - Total enrolled	
Total number enrolled	44
Course sub-groups *(within stand-alone module)*	
FEAFN 1001 course group	30
Psych18 course group	1
Other *enrolled before usage of sub-groups*	13

*To trigger a 'completion' for the lesson, the student would have needed to click through the final completion page. Students may have missed this step or skipped some of the module and gone to the quiz, resulting in higher completion rates for the quiz over the lesson.

Graph 5: % Completion of AIM Elements (stand-alone module) *
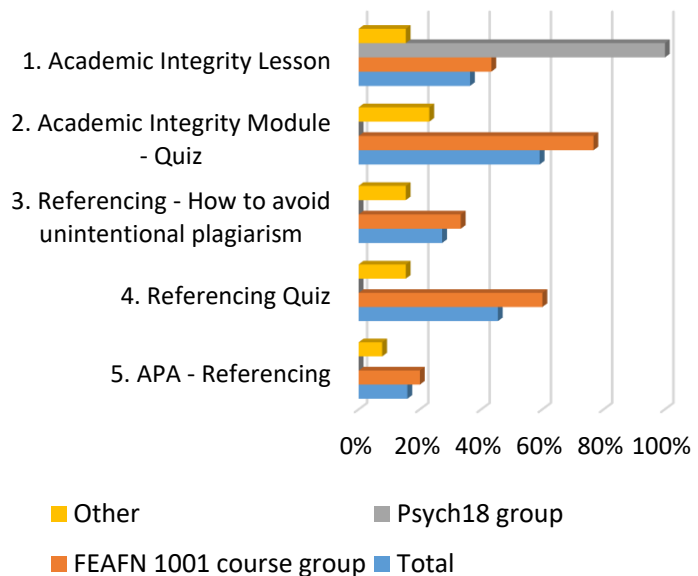
Student Progress and Retention Knowledge Training (SPARK)

SPARK training module has been designed and created to train academics, including our partner provider staff, in strategies and advice around issues of student retention. These modules have been completed during a tight timeline and have subsequently been presented to representatives from the Regional Universities Network in June, 2018. Feedback received from this presentation was very positive. Learning Designers are continuing to work with academics over Semester 2 to seek feedback and implement any required changes. See link: https://moodle.federation.edu.au/course/view.php?id=27108

Master of Health

The Master of Health program was designed and created during January and February, 2018. This program was a collaboration between the FoH and FBS. Coordinators and subject matter experts were consulted for the course content with intensive support offered by Learning Designers on assessment design, integrated ePortfolio activities, and planned online social and cognitive presence for lecturer and students. Due to unforeseen challenges this program has not run for Semester 1, 2018.

BOLD Short Course Co-facilitation

Learning Designers have worked collaboratively with members of CLIPP's Academic Enhancement (AE) team to help co-facilitate a range of BOLD Short Courses. This role required the Learning Designers to work with academic staff who were enrolled in the courses by contributing to discussion forums; help give guidance on Learning & Teaching issues and/or concerns, and support the AE team. Learning Designers provided a range of feedback to the AE team for future development.

Nursing Digital Narratives

Nursing Digital Narratives have been collated and embedded into a central Moodle shell for all Nursing course coordinators and program leaders. A narrative timeline has been created along with character and episode synopsis. All narratives have been linked with specific courses, with identified learning outcomes, activities and possible assessment activities.

Copyright and Accessibility Professional Development

The Learning Designers have participated in professional development relating to copyright and how the new legislation affects what advice we can offer to staff. The new s.113P statutory licence replaces the original VBa and VBb notices. Professional development run by Blackboard, in relation to accessibility, was also attended. This enabled the Learning Designers an opportunity to liaise with staff from other universities and professional bodies to see what issues other people have in terms of accessibility. The areas discussed were around elements such as physical locations, hardware, tools, resources and human resource support. Other areas explored were multi-modal communications, expression and representations of information; flexibility regarding time; human resource training, resources like software, language and student support.

3. Learning and Teaching Technology Support

a. Learning Technology Adoption

FedUni's Learning Technology engagement, with both staff and students, continues to grow in 2018. More students are using the Learning Management System Moodle more often and for longer periods. In an effort to simplify video capture for resources and assessment, we have recently launched the Kaltura MediaSpace GO app (KMS Go). Staff and students can now install the app on their mobile device and record and upload directly to their My Media storage area within Kaltura. The app also supports downloading of video content for offline viewing. Mahara now supports portfolio templating which helps scaffold and standardise ePortfolio based assignments. Templates make both the task clearer for students, and ePortfolios easier to assess for staff.

CLIPP supported Learning Technologies include the following

- Moodle Learning Management System (LMS) and Moodle mobile app
- Kaltura (Video capture, editing and publication) and KMS Go app
- Mahara (ePortfolios) and Mahara Mobile app
- Adobe Connect (Virtual Classroom)
- Turnitin (Plagiarism prevention, grading and feedback)
- Equella (Learning Content Repository)
- Limesurvey (Survey tool for research data collection)

Moodle

With online learning becoming increasingly important, CLIPP and ITS have made numerous improvements to the Learning Management System Moodle. Now running version 3.4 of the popular LMS, ITS and CLIPP have worked hard to implement a new user-friendly, student focused theme with a more intuitive interface. This new theme launched in July along with interactive tours to help familiarise staff and students with our core system.

In the period to April this year, Moodle page views have increased by almost a million to approximately 6.5 million per month. At the same time, students are spending and additional five-minutes per session over their 2015 levels **(See Graph 6 – Moodle Activity).**

Graph 6: Moodle Activity

Moodle - All activity (all roles)
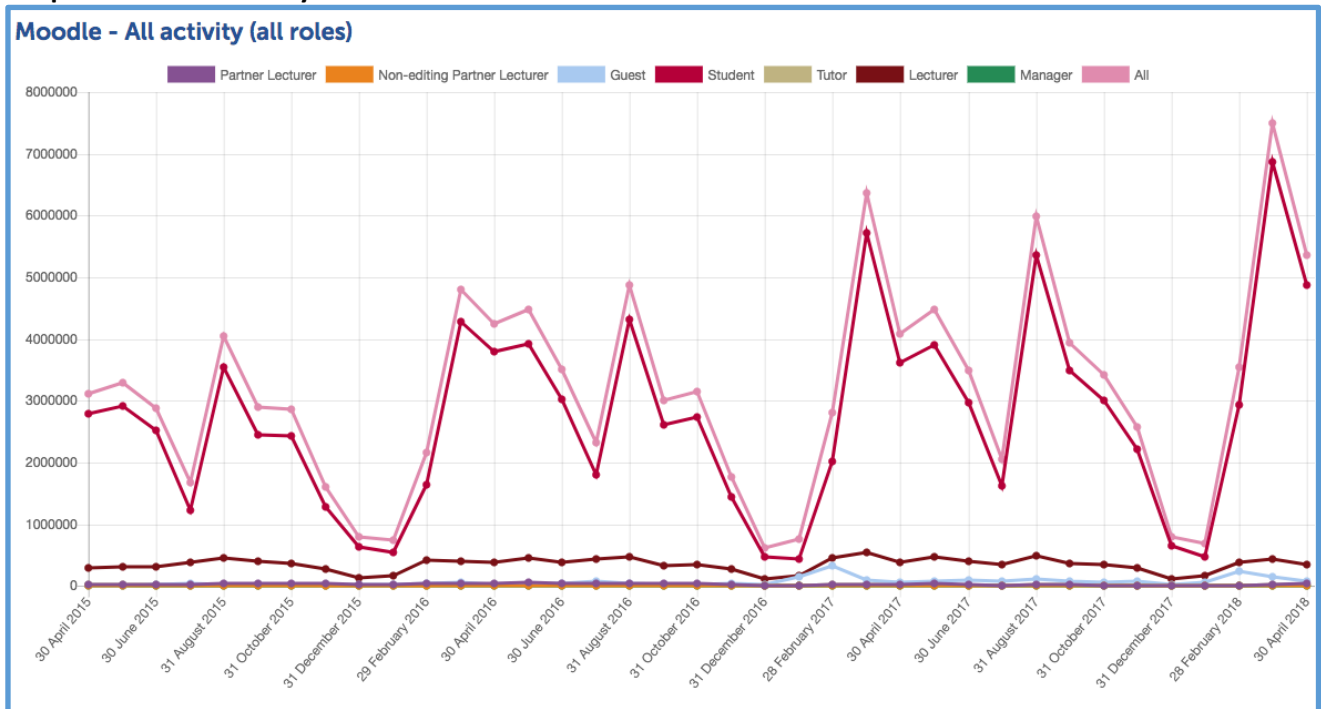
Kaltura

New to the Learning Technology suite for 2017, Kaltura adoption has been swift and utilisation of the system has increased dramatically over the first half of 2018. Within the last five months alone, video contributions have jumped from just over 1000 items to around 4500 items. This represents a tripling of video contributions and a tenfold increase in audio uploads **(See Table 10a and b).**

Table 10a and b: Kaltura and Moodle Use

Multimedia content contributions to Kaltura			
Year	**Video**	**Audio**	**Image**
Jan-May 2018	3926	548	41

Meanwhile consumption of content has skyrocketed to 32,123 full plays, from only 8000 in the previous time period.

Multimedia content interactions via Kaltura and Moodle		
Plays	**Downloads**	**Unique Users**
70725 Plays 32123 Full Plays	3014	6780

Mahara

Based on feedback from staff and students, Mahara now includes ePortfolio templates. A common criticism of ePortfolio based assignments in the past was that the students were struggling with what content to include and how to present it. This led to students and staff feeling that the ePortfolio was difficult to use, when in actuality they were unclear about the task. Staff can now design, with the help of a Learning designer, portfolio templates which include both layout and instructions. The students simply copy the template and replace the instruction or example with their own content. This makes for simplified and standardised submissions benefitting both staff and students. As a result, actual Portfolio pages have increased by over 18,000 in the last twelve months, or approximately three pages for every new account, when taking into account each person's default profile page.

- **New user accounts:** 5853   **Total User Accounts:** 23,175
- **New portfolio pages:** 24,427 – **Note**: each user gets a default profile page

Adobe Connect

Adobe Connect continues to grow, with time spent in virtual classrooms climbing in the first six months of 2018. Data usage, following current trends, is expected to grow by 30% over the year. The CLIPP staffed virtual drop in centre, where students can test their system and audio equipment prior to class, has proved popular with new students during the first two weeks of Semester one. **(See Table 11).**

Table 11: Year and data growth

Year	2016	2017	2018
Data	426 GB	651 GB	423 GB (1st Semester)

Turnitin – Plagiarism Prevention, Advanced Grading and Feedback Tools

Turnitin continues to be well utilised at Federation University with the number of submissions growing approximately 10% on the same time last year. Over 34,000 reports were generated in the period between January and June 2018.

Equella – Learning Content Repository

With the introduction of Kaltura in 2017, the addition of content to Equella has slowed slightly as videos are now added to the Kaltura media server instead. However, Equella continues to expand with an additional 853 items being added in the last six months. Equella is likely to experience slower growth as the Library reconsiders the use of Equella as its eReading platform over the next few months.

2018 Total Learning Objects 5497, Videos 917.

b. Learning & Teaching Technology Support

The CLIPP 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 work is aligned around the following strategic objectives:

- Ensure alignment of learning technology architecture, management and support to the FedUni Strategic Plan, Learning and Teaching, and Student Retention and Success Plans.

- Foster continuous eLearning application architecture enhancement via engagement with ITS and ensure alignment with efficient and effective operational practices and the learning and teaching plan by identifying enhancements and testing new software releases and features.
- Deliver eLearning application support to staff and students by responding to advice and troubleshooting requests, maintaining user documentation, delivering professional development, and one-to-one consultations on recommended usage cases, and to promote eLearning application architecture features to stakeholders.
- Develop resources to develop student digital literacies necessary for successful study.

Graph 7: Support Service Requests linked to L&T Technology
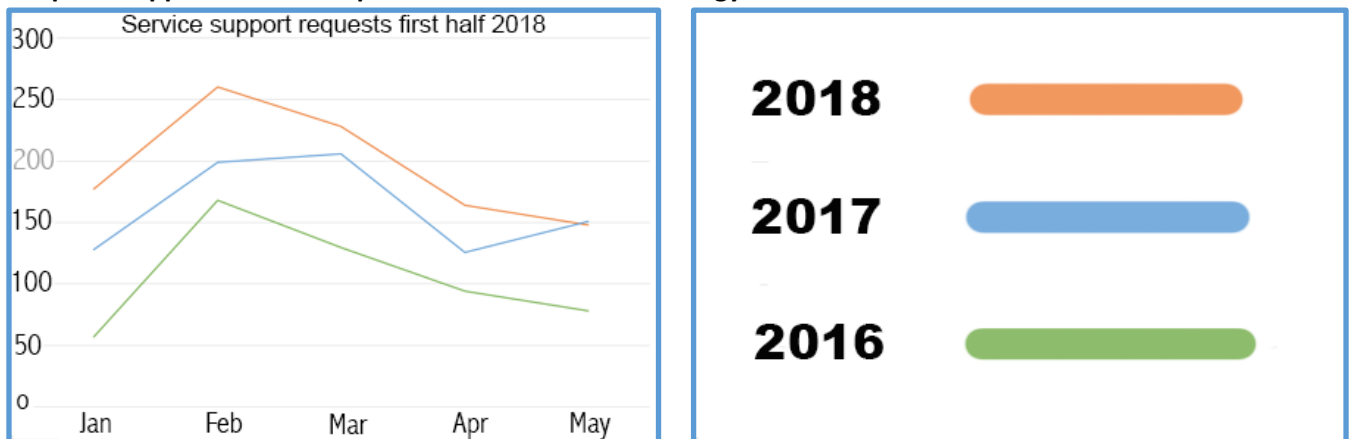
Support requests continue to grow with requests for the first five months of 2018 climbing by 32% to 977. The addition of 0.5 FTE at Berwick, along with automation of Course Readiness reports, has barely allowed the team to currently meet service support demands. However, it is hoped that the inclusion of guided technology tours in Moodle will alleviate other stress points during semester two, primarily around documentation, training and testing **(See Graph 7)**.

c. Strategic Priorities

The team's continuing focus is towards the following projects and enhancements.

- Establishment of technology equipped Media Studios across all campuses to provide the opportunity for staff and students to produce high quality recordings.
- 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 LMS for 2019.
- Collaborating with ITS, Faculty, Student Retention and Success, and Learning Designers around effectively utilising Moodle's Inspire Learning Analytics functionality.
- Targeted Faculty specific professional development and support in use of Learning Technology.
- Introduction of Moodle tours that assist staff and students by providing guidance on how to use a particular feature or function the first time that it is used.
- Developing protocols with ITS to enable our Alumni to continue to access and build on their academic and professional ePortfolios.

d. Learning Content Development.

Research Project Video & Motion Graphics

CLIPP's Digital Production team produced a compelling 'elevator pitch' for Research Services that was screened at Universities Australia's Annual Higher Education Conference. This included high quality video and audio production, including snazzy animated motion graphics and full HD video production **(See Figure 2).**

Student Connect Promo

The Digital Production team also recently engaged with Student Connect on a series of animated and live green screen videos promoting the broad range of services available to FedUni students via Student Connect. These were later published to YouTube and can be seen on digital signage boards around Campus **(See Figure 3).**

Figure 2.0: Animated motion graphics and HD video production

Figure 3.0: Digital signage showing animated motion graphics and green screen VFX

Berwick Studio

CLIPP staff have been collaborating with Facilities and Berwick leadership on refurbishing and fitting out a Media Studio space at Berwick Campus. This will include two dedicated spaces (G83 & G84) for staff to record high quality audio-visual materials. 3D renders were produced during the design phase to help visualise these spaces, identify fit out and equipment needs, as well as plan how they might function as a working studio. **(See Figure 4)**

Figure 4.0: 3D Rendered visualisation of the Berwick media studio

Student Support Functions

4. Student Academic and Study Support

a. FedReady

FedReady is an integral academic support program that assists and supports students transitioning into university life. The program runs for five days at Mount Helen, Gippsland and Berwick, and 10 days online. The predominant focus of the program is on academic skills, such as referencing, essay writing and time management, but also includes an element of transitional support by introducing the students to a university environment and attempting to simulate situations that they will potentially encounter. FedReady is conducted twice a year, just before each semester begins. Table 11 shows the percentage of eligible students who registered for FedReady, while Graph 8 breaks the registrants into faculties by campus **(See Table 12).**

Table 12: Percentage of eligible students who registered for FedReady, Semester 1, 2018

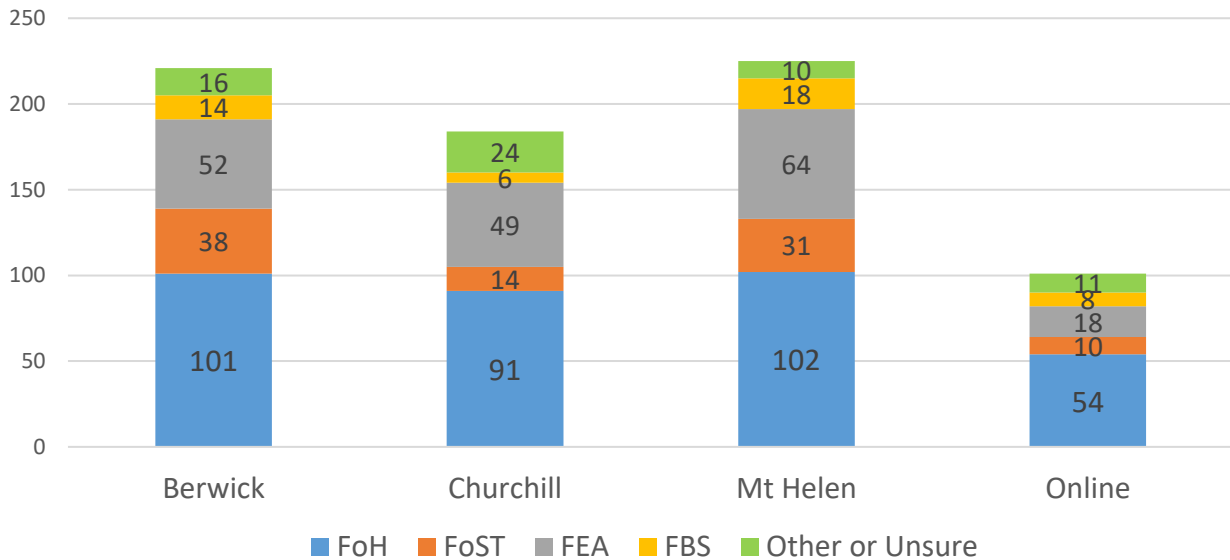| FedReady: Semester 1, 2018	Berwick	Churchill	Mt Helen	Online	Total
Total eligible students	1103	1438	3619	2536	**8696**
Total commencing students	864	491	1188	850	**3393**
FedReady registrations	221	184	225	101	**731**
Percentage of total eligible students who registered for FedReady	20%	13%	6%	4%	**8%**
Percentages based on the assumption that all students registering for FedReady were commencing students*	26%	37%	19%	12%	**22%**

- Note: FedReady is mainly aimed at commencing students, and as such the majority of students registering are beginning their first semester of study. However the exact breakdown of commencing versus continuing students registered is not available at this time.

In Semester 1, 2018, as many as 22% of the total commencing student body registered for FedReady, with Churchill appearing to have the highest level of interest **(See Graph 8 and 9).** However, as both the data and the positive comments from previous FedReady participants indicate, many more students could potentially benefit from the program. When asked why they would recommend the program, most FedReady participants cited feeling more confident and less anxious about commencing study at the university, with selected responses including:

"As I currently walk the hallways or sit in the library and listen to conversations. I can hear people speaking of their bewilderment by the whole Uni experience. Yet if they took one week to attend FedReady the conversations may well be so different."
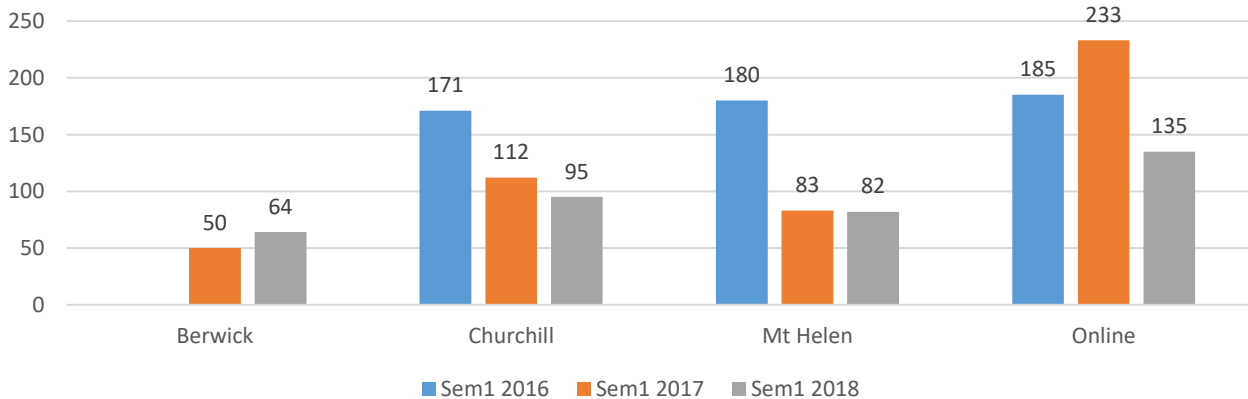
"It exposes us to important information that helps so much with the transition into university, and I had the opportunity to make some great friends! The time on campus also allowed me to learn how to navigate around and learn where key parts of the Uni are."

Graph 8: Registration for FedReady by campus and faculty Sem 1, 2018

Campus	FoH	FoST	FEA	FBS	Other or Unsure
Berwick	101	38	52	14	16
Churchill	91	14	49	6	24
Mt Helen	102	31	64	18	10
Online	54	10	18	8	11

Legend: FoH, FoST, FEA, FBS, Other or Unsure

Based on the data above, the largest proportion of participants are drawn from Health and FEA, with relatively low numbers from FoST and Business. This discrepancy is an area for further investigation.

Graph 9: Attendance by campus over time

Campus	Sem1 2016	Sem1 2017	Sem1 2018
Berwick		50	64
Churchill	171	112	95
Mt Helen	180	83	82
Online	185	233	135

Graph 9 highlights the actual attendance numbers over the previous three years. While the 2018 numbers indicate a decrease in student attendance at FedReady, the graph does not take into consideration a possible decline in overall students commencing on the various campuses this year. This will be reviewed as data becomes available for the current year. See link:

http://federation.edu.au/current-students/learning-and-study/get-help-on-campus/fedready

b. 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. SASS staff work closely with faculties who support the Mentors and ensure they act as a bridge between students and the academic staff.

The Mentor positions are highly sought after by students. Student Academic and Study Support (SASS) received 366 applications for the 137 Mentor positions. Mentors were recruited through a competitive and structured process including an application survey, group interview evaluation, and, for the first time this year, Practical Recruitment and Employment Program (PREP). The PREP program allowed SASS staff and Faculty staff to see applicants perform in more detail before hiring decisions were made.

While student numbers increased across all campuses by 3.2% in 2018, the available mentors decreased by 23.1%. This necessitated larger than desired Mentor/student ratios. Table 13 below illustrates an average number of 30.65 students per Mentor, which is outside the goal of 15-20. However, this was exacerbated by several factors, including an unexpectedly large Berwick student intake **(See Table 13).**

Table 13: Average number of students per Mentor - all campuses

	O DL/Flex	Mt Helen	Churchill	Berwick	Camp St	Total
Students	817	1239	605	973	136	3770
Mentors	16	54	24	20	9	123
Students per Mentor	51.06	22.94	25.21	48.65	15.11	30.65

Qualitative feedback gathered from Mentors was extremely positive, and when asked to describe one situation where they felt that they had particularly helped students in their group, each Mentor was able to provide a story. An example of the positive impact of Mentors can be seen in the following quote:

"I had a student who was really struggling with Uni and was considering quitting. I sat with this student going through everything they were struggling with and making sure they were going to be ok on their own. I recommended the student did not quit and that he would be best to perhaps see how the first few weeks went. The student is now doing very well and is still completing his course full time with high grades."

See link: http://federation.edu.au/current-students/learning-and-study/get-help-on-campus/mentor-program

c. Peer Assisted Study Support (PASS)

The PASS program at Federation University Australia began in 2011 and aims to support students enrolled in specific core first year subjects by providing weekly, student-facilitated study sessions. In Semester 1, 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'. This session focused on exam revision/final assessment completion and exam preparation activities.

The PASS Program is has a number of specific goals across every course. These include:

- to support the successful transition of students to tertiary study by integrating discipline specific study techniques and consolidation of subject concepts through peer-led learning groups;
- to strive to enhance students' sense of belonging and connectedness with peers through building a network of friends who they can turn to for support;
- to cultivate inclusive environments in which students can feel empowered by their fellow peers to succeed at Federation University;
- to foster the development of skills that will support students to be lifelong learners; and
- to build the capacity of students to understand how to navigate the Federation University learning environment to access support and services as needed.

These goals appear to have been met, based on the qualitative data gathered from student surveys. Student comments were very positive, with 80% of those surveyed agreeing that PASS had improved their understanding of the course material. Table 13 shows a sample of the Semester 1, 2018 survey **(See Table 13).**

Table 13: Sample of student feedback survey, Semester 1, 2018

Participating in PASS has:	Strongly Agree (SA)	Agree (A)	Total
Improved my understanding of the subject content	39%	41%	80% (n=33)
Helped me understand how to succeed academically	27%	44%	71% (n=29)
Encouraged me to take responsibility for my own learning	24%	39%	63% (=26)
Helped me to create social networks at FedUni	17%	37%	54% (n=22)
Helped me to develop understanding and knowledge of the support services available at FedUni	15%	44%	59% (n=24)

See link: http://federation.edu.au/current-students/learning-and-study/get-help-on-campus/pass-program

d. Academic Skills and Knowledge (ASK)

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

In 2018, ASK services were also opened at SMB library and the Camp Street Student Lounge to better support the Performing and Visual Arts students. The times that the service operated at these campuses differed from the other campuses as ASK worked to accommodate the unique timetables of the Arts students.

Key statistics for ASK Semester 1, 2018:

- 2238 enquiries were made through the ASK service. 38% of these enquiries were based in Mt Helen, 21% were based in Gippsland, 25% were based in Berwick, 10% were based at Camp Street and 6% were based in SMB. This continues the trend of having each consecutive year of the service seeing an increase in enquiries.
- 86% of all enquiries were made face-to-face at the ASK desk.
- 78% of enquiries were able to be resolved by the ASK Service, with the rest referred to another service or website.
- 40% of enquiries were received between 11.30am – 1.30pm.

See link: http://federation.edu.au/current-students/learning-and-study/get-help-on-campus/ask

a. Studiosity

Studiosity (previously known as YourTutor) is an online service that provides 10 free tutoring sessions to Federation University students, as either essay advice in the Writing Feedback option or as subject specific academic support in the Connect Live sessions.

- During week 6, Lisa Dart, Client Services Manager, attended a number of lectures to conduct a 10 minute presentation about Studiosity's services. A steady increase in usage was noted after the promotional events.
- Connect Live was used 1004 minutes more in Semester 1, 2018 than Semester 1, 2017, an increase of 35%.
- Similarly, the usage of Writing Feedback during Semester 1, 2016 was significantly higher than all other semesters, with 35,990 minutes used versus 29,920 minutes in Semester 1, 2018. Again, the introduction of the service cap would help account for this decline in usage. However, usage has begun to increase in 2018. This semester saw an increase in Writing Feedback submissions of 23% compared to Semester 2, 2017, and an increase of 68% compared to Semester 1, 2017.

See link: http://federation.edu.au/current-students/learning-and-study/online-and-after-hours-support/after-hours-tutoring

e. Writing Space

The Writing Space is promoted as a drop-in space that provides FedUni students with guidance on all aspects of their studies, but specifically aims to support writing skills for assignments. The overall aim is to assist students in developing the skills and confidence to:

- analyse assignment questions and criteria;
- evaluate and organise sources;
- develop writing plans/outlines;
- write the first draft;
- revise and edit to produce a polished final draft; and
- develop effective study skills.

In Semester 1, 2018, the Writing Space program, which has been a popular drop-in service in previous semesters, struggled to remain viable due to reduced staffing of the Learning Skills Advisors (LSAs). Gippsland, with only a single LSA (1.0 FTE), was unable to provide the service at all, while Berwick and Mount Helen offered severely reduced hours due to staffing shortages. Without this service available on campus, it is unclear what impact this may have had on students' progress this semester.

See link: http://federation.edu.au/current-students/learning-and-study/get-help-on-campus/learning-skills-advisors/writing-space
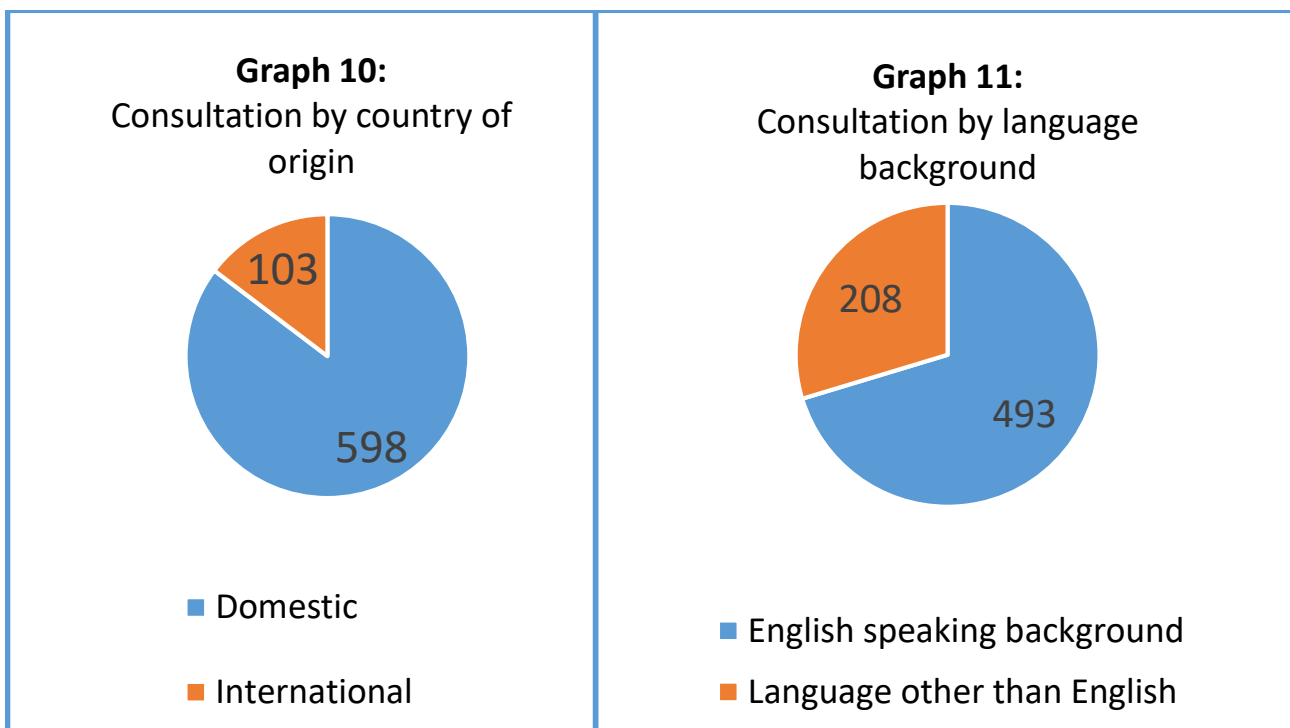
f. Learning Skills Advisors 1:1 consultations

In semester 1, 2018, there were 2.2 (FTE) LSAs at Mount Helen campus, 1.0 (FTE) LSAs at Gippsland campus and 1.4 (FTE) LSAs at Berwick campus. The designated staffing at Gippsland is normally 1.6 (FTE), but one of the LSAs worked at Berwick for the majority of this semester to support the level of student demand at this new and expanding campus.

In Semester 1, 2018, LSA activities included:

- 701 individual consultations with 449 students (undergraduate & post-graduate), a 9% increase in student numbers compared to Semester 1, 2017;
- 46 embedded workshops (in lectures and tutorials) across 7 courses;
- embedded academic literacy resources and online tutoring (in Moodle shells);
- FedReady program delivery and curriculum renewal;
- curriculum development in collaboration with academic staff; and
- provision of professional development workshops and resources for academic staff.

The LSAs also provided targeted English language support to numerous students **(See Graph 10 and 11).**

Graph 10:
Consultation by country of origin

103
598

■ Domestic
■ International

Graph 11:
Consultation by language background

208
493

■ English speaking background
■ Language other than English

As per the pie graphs above, 17% of student consultations were with international students while 52% involved those with English as an additional language (EAL). This represents a substantial increase in students from migrant backgrounds accessing the LSA service, with a higher proportion of support involving domestic EAL students at Berwick who constituted 34% of all students.

See link: http://federation.edu.au/current-students/learning-and-study/get-help-on-campus/learning-skills-advisors

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.

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End of report