

ARTIFICIAL INTELLIGENCE IN L&T AND AS A UTILITY FOR EDUCATORS AND STUDENTS

BLENDED LEARNING COMMUNITY

Sharing and fostering good practice in blended learning across all disciplines for both educational practitioners and developers. The BL Community is collegial based and coordinated by A/Prof Yasir Al-Abdeli and Dr Emma Leitner at ECU. We welcome members from staff at any Perth based university.

BL Community 20.06.2024

Wrap-up

0930 - 1000	Settle-in, Morning tea courtesy of the Educational Enhancement Unit, The University of Western Australia
1000 - 1005	<p>Ryan Lopez, Educational Technologist, Capability Development, Educational Enhancement Unit, The University of Western Australia Opening / Welcome, Acknowledgement of Country, and Housekeeping</p> <p>Assoc Prof Yasir Al-Abdeli, Co-Coordinator BLC and Associate Dean Learning and Teaching, School of Engineering, Edith Cowan University</p> <p>Agenda / Theme: Artificial Intelligence in L&T and as a utility for educators and students</p>
	<p><u>Presentations</u></p>
1005 - 1025	<p>(1) Simon Warwick, School of Molecular and Life Sciences, Curtin University Marking student reports: Is GenAI really changing the game</p>
1025 - 1045	<p>(2) Dr. Rahul K. Gairola, School of Humanities, Arts and Social Sciences, Murdoch University Digital humanities and its relevance to AI today</p>
1045 - 1100	<p>Q&A time for presentations 1-2</p>
1100 - 1120	<p>(3) Dr Violetta Wilk, School of Business and Law, Edith Cowan University Successful integration of ChatGPT into university teaching and learning: curriculum and assessment exemplars</p>
1120 - 1140	<p>(4) Antony Tibbs and Cassandra Colvin, Office of DVC (Education), Edith Cowan University A day in the life of an AI-empowered student</p>
1140 - 1155	<p>Q&A time for presentations 3-4</p>
1155 - 1200	<p>Dr Emma Leitner, Co-coordinator BLC, Senior Learning Advisor, Centre for Learning and Teaching, Edith Cowan University Open floor discussion, wrap-up</p>
1200-1215	Networking

Marking Student Reports:

Is GenAI really changing the game?

Simon Warwick

School of Molecular & Life Sciences
Faculty Science & Engineering
Curtin University

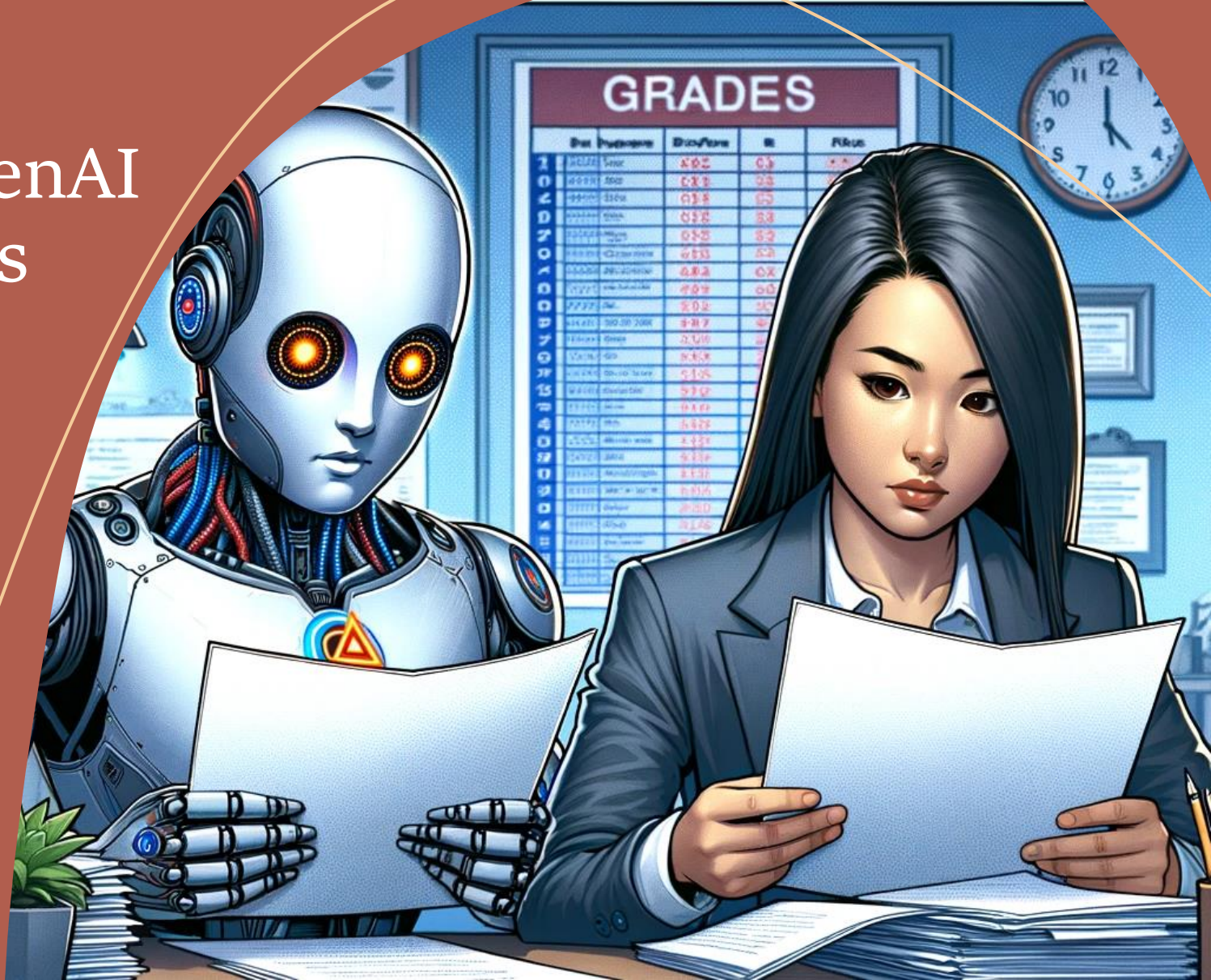


Marking Student Reports:

What if we could use GenAI
to grade student reports
AND give feedback?...

...should we?

...can we?



Methodology

- Software program designed by Michael Borck
 - Automation of marking/feedback process
- Human Ethics Approval obtained:
 - Student consent (n = 67)
 - Deidentification of their Reports
- Engineer the ideal Prompt

Treatments

- Different versions of ChatGPT
- Temperature variations
- Use of Benchmarks

Feedback results

- Human markers - more context-specific feedback, often noting missing elements
- GenAI - provided accurate feedback, but less specific than human-generated markers
- GenAI sometimes marked only what was included, but didn't remove marks for missing elements

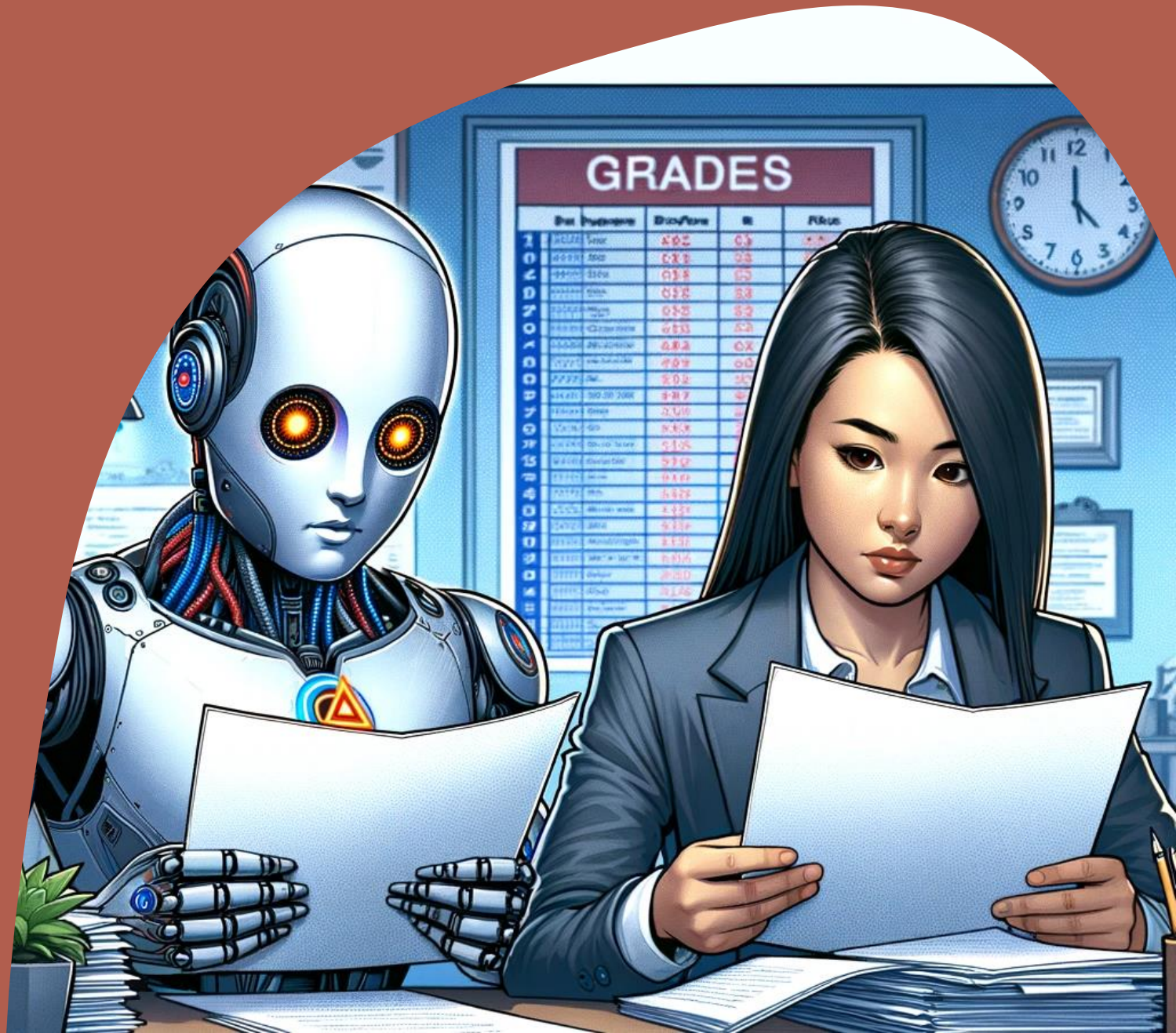
How can GenAI be used in grading student reports?

- Formative assessments
- Moderator assistant

Thank you

Simon Warwick

School of Molecular & Life Sciences
Faculty Science & Engineering
Curtin University



Definitions of DH

So, to begin, what exactly is DH?

My working definition:

DH is the synergistic relationship between the traditional humanities and the STEM fields wherein both are shifting and changing the ways in which the other functions and operates today

Definitions of DH

-- Melissa Terras, Professor of Digital Cultural Heritage (University of Edinburgh)

“Digital Humanities research and teaching takes place at the intersection of digital technologies and humanities. DH aims to produce and use applications and models that make possible new kinds of teaching and research, both in the humanities and in computer science (and its allied technologies).”

DH also studies the impact of these techniques on cultural heritage, memory institutions, libraries, archives and digital culture.”

Source: UCL Centre for Digital Humanities

<https://www.ucl.ac.uk/infostudies/melissa-terras/DigitalHumanitiesInfographic.pdf>

DH and Literary Studies

Matthew Kirschenbaum. 2012. "What is Digital Humanities and What's It Doing in English Departments?" *Debates in the Digital Humanities* edited by Matthew K. Gold (Minneapolis: University of Minnesota Press), pp.3-11.

“So, what is digital humanities, and what is it doing in English departments? The answer to the latter portion of the question is easier. I can think of some half a dozen reasons why English departments have historically been hospitable settings for this kind of work.”

He then gives **five** reasons for this:

Definitions of DH

Kirschenbaum continued...

“First, after numeric input, text has been by far the most tractable data type for computers to manipulate.

Unlike images, audio, video, and so on, there is a long tradition of text-based data processing that was within the capabilities of even some of the earliest computer systems and that has for decades fed research in fields like stylistics, linguistics, and author attribution studies, all heavily associated with English departments.

Definitions of DH

Kirschenbaum continued...

Second, of course, there is the long association between computers and composition, almost as long and just as rich in its lineage.

Third is the pitch-perfect convergence between the intense conversations around editorial theory and method in the 1980s and the widespread means to implement electronic archives...

Definitions of DH

Kirschenbaum continued...

...and editions very soon after; Jerome McGann is a key figure here, with his work on the Rossetti Archive, which he has repeatedly described as a vehicle for applied theory, standing as paradigmatic.

Fourth, and at roughly the same time, is a modest but much-promoted belle-lettristic project around hypertext and other forms of electronic literature that continues to this day and is increasingly vibrant and diverse.

Definitions of DH

Kirschenbaum continued...

Fifth is the openness of English departments to cultural studies, where computers and other objects of digital material culture become the centerpiece of analysis. I'm thinking here, for example, of the reader Stuart Hall and others put together around the Sony Walkman, that hipster iPod of old...

Finally, today, we see the simultaneous explosion of interest in e-reading and e-book devices like the Kindle, iPad, and Nook and the advent of large-scale text digitization projects, the most significant of course being Google Books, with scholars like Franco Moretti taking up data mining and visualization to perform 'distance readings' of hundreds, thousands, or even millions of books at a time."

At Least **Six** Major Domains:

- 1) **Tools**: digital programs and applications that assist in literary and cultural analysis.
- 2) **Theories**: guiding ideas and philosophies concerning the “how” and “why” of DH.
- 3) **Texts**: the wide range of traditional print (books) and born digital (hypertext) modalities of reading.

At Least **Six** Major Domains:

4) **Pedagogy**: utilising technology to innovate in teaching praxis, delivery, and distribution.

5) **History**: utilising technology (tools, theories, and texts) to re-think the cultural history of the world.

6) **Archives**: utilising technology to make new knowledge archives, often of new material, newly found corpora (collections/ bodies of knowledge).

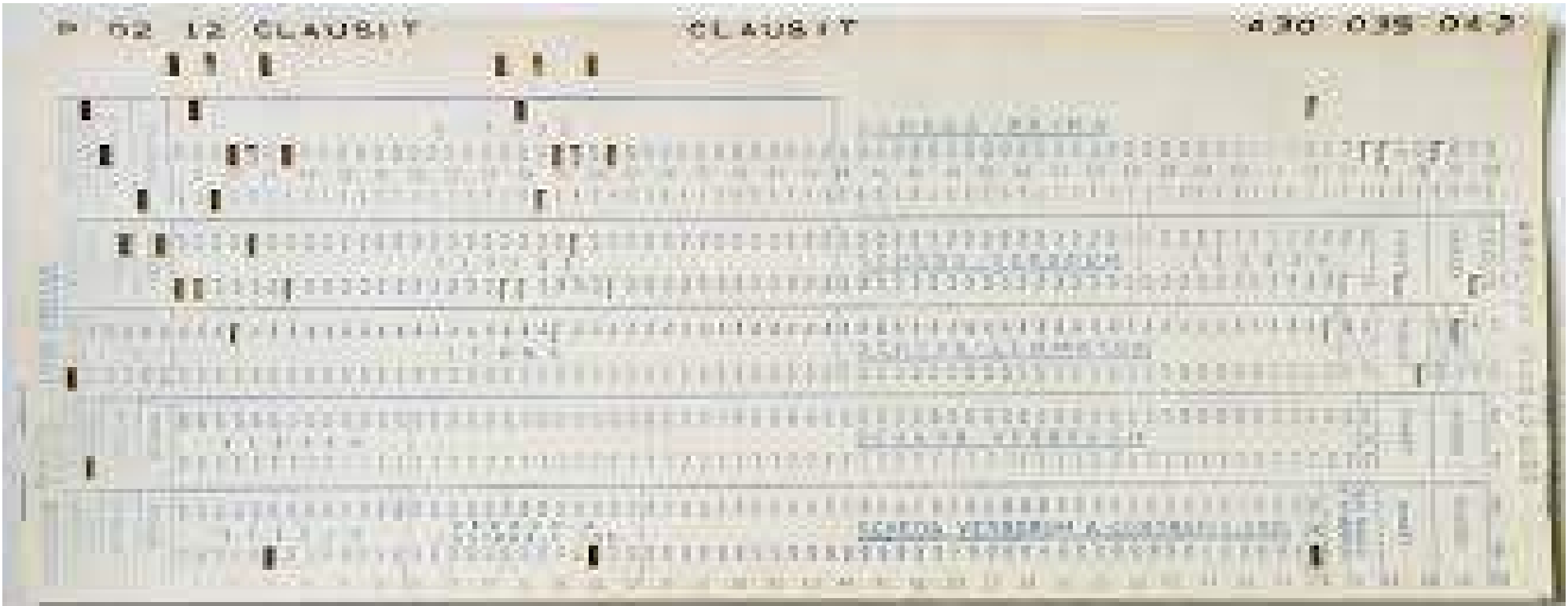
Dominant History of Digital Humanities

“A Genealogy of Digital Humanities” by Marija Dalbello.
Journal of Documentation 67.3 (2011): 480-506.

“The most significant early employment of computer resources in the humanities was the *Index Thomisticus*, a concordance to **the works of Thomas Aquinas initiated by Father Roberto Busa**. The Index became the basis for the published and database versions of the concordance and is considered to be the first electronic text project in the humanities” (Smith, 2002)....



Father Roberto Busa, the “Inventor” of Computational Linguistics using IBM’s punch card system which the corporation also sold to Nazi Germany for use in the death camps in WWII.



Dalbello continued...

Published some 30 years later (in 1974-1979), the Index became the work of major importance for theologians, philosophers, cultural historians, medievalists, Latin scholars, and linguists (Burton, 1984).”

What are the limitations of this “genesis narrative” of DH that defaults to canonical English literature and those who we expect to be enshrined in the literary “canon”?

What histories are left out?

Who and which places are also erased from the dominant history of DH?

DH and Artificial Intelligence

DH and A.I. are becoming increasingly intertwined, notably in the realm of digital tools, apps, pedagogy, and the explosion of generative A.I. that has become the bane of educators worldwide.

In “AI for Digital Humanities and Computational Social Sciences,” Gefen, Saint-Raymond, and Venturini (2020) write:

“As the foundations, history and imagination of AI are being questioned by the humanities and the social sciences, the new empirical approaches introduced by AI is changing the way Social and Human Sciences model and analyze their data, understand their objects and visualize their results.

The emerging applications of machine learning in Social and Human Sciences may eventually concern economy, sociology, geography or archaeology in all the tasks of location and classification. First emerged in the field of image recognition, applications of machine learning have soon extended to other types of data and tasks including printed characters, handwriting and speech recognition, but also financial prediction in the financial, decision support in law or medicine as well as machine translation.”

DH and Artificial Intelligence

In “AI, Ethics, and Digital Humanities” (Bloomsbury, 2023), David M. Berry writes:

“With the rise of artificial intelligence (AI) and machine learning (ML) it is inevitable that they become both a focus of method within the digital humanities but also a question of practice and ethics. Across a range of disciplines, the impact of the automation of methods of analysis that AI promises raises specific challenges in each field in terms of implementation and methodological reflection.

However, even as they raise questions of biases and errors, there is also a more fundamental obscurity problem that is raised by the particular explanatory deficit in relation to the difficulty of understanding what it is that an AI is doing when it classifies and analyzes the underlying research data. How then can we be sure that the algorithms act ethically and legally?”

Case Study: AI: The “Gayface” App (?!)

And finally...

<https://www.theguardian.com/technology/2018/jul/07/artificial-intelligence-can-tell-your-sexuality-politics-surveillance-paul-lewis>



Thanks for your attention!

Dr. Rahul K. Gairola

**The Krishna Somers Senior Lecturer in English & Postcolonial Literature &
Principal Fellow of The Indo-Pacific Research Centre (IPRC) | Murdoch
University, Western Australia**

Rahul.Gairola@murdoch.edu.au



Successful integration of ChatGPT into University teaching and learning: Curriculum and assessment exemplars.



Why incorporate ChatGPT into teaching and learning?

MIT
Technology
Review

Featured Topics Newsletters Events Podcasts

SIGN IN

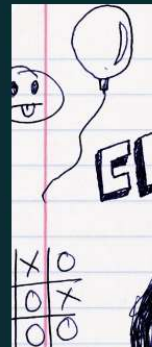
SUBSCRIBE

ARTIFICIAL INTELLIGENCE

ChatGPT is going to change education, not destroy it

The narrative around cheating students doesn't tell the whole story. Meet the teachers who think generative AI could actually make learning better.

By Will Douglas Heaven



ChatGPT: the AI tech that's revolutionising teaching

By Annabel Mansfield



EDUCATION

- ChatGPT was released in November 2022.
- A machine learning model that uses both supervised and unsupervised deep learning algorithms.
- Part of a Large Language Model (LLM) to understand syntax and expression of the human language and generate similar meaning (Open AI, 2023; Hu, 2023; Yuk Chan & Hu, 2023)).

Experiential Learning Activities

Use ChatGPT and the Effective Content Marketing Checklist, to generate content to be published on:

- **our Facebook page:**
<https://www.facebook.com/thedigitalmarketingcrewECU/>
- **our website:**
www.thedigitalmarketingcrew.com

The screenshot displays the homepage of 'The Digital Marketing Crew' website. At the top, there is a navigation menu with links for 'Home', 'Gallery', 'Students' Blog', and 'More'. The site title 'The Digital Marketing Crew' is prominently displayed in a large, bold, black font. Below the title, there are social media icons for LinkedIn and Facebook, with the text 'Connect with us'. A dark navigation bar contains menu items: 'All Posts', 'Content Marketing', 'Digital Marketing Trends', 'Digital Consumers', and 'More' with a dropdown arrow. A search icon is also present. The main content area features a grid of three featured posts. The first post is titled 'PURPOSE-DRIVEN CONTENT TO SURVIVE DIGITALLY ...' by user 'msingh70' on Oct 11, 2 min. The second post is titled '"The Digital Revolution: Transforming Marketing Strategies"' by user 'AI World' on Oct 10, 2 min. The third post is titled 'The Power of Retargeting: Winning Back Abandoned Cart...' by user 'bismangr' on Oct 10, 2 min. Each post includes a thumbnail image, a brief text preview, and engagement metrics (views, comments, likes) at the bottom.

Students' experimentation with ChatGPT prompts.

Generate a Blog Post to educate about influencer marketing.



Generate a Blog Post to educate about influencer marketing, which would be 350 words in length, include suggestions for suitable image and emojis, have 5 subheadings and a call to action to leave a comment.



Generate a Blog Post to educate about influencer marketing, which would be 350 words in length, include suggestions for 3 suitable images and emojis, have 5 subheadings and a call to action to leave a comment. Write in the third person point of view, Australian English, and include 3 suitable hashtags. This blog should be suitable for publication on www.thedigitalmarketingcrew.com



Example: ChatGPT-generated Draft Blog Post

Draft Transcript

Title: Navigating Influencer Marketing 2.0: A Guide for Young Marketers, PR Pros, and Influencers

In the dynamic realm of digital marketing, Influencer Marketing 2.0 is emerging as a transformative force, shaping the way brands engage with their audiences. If you're a young digital marketer, PR consultant, or aspiring influencer, this concise guide will help you grasp the essence of this movement in just 300 words.

1. The Power of Authenticity

Influencer Marketing 2.0 revolves around authenticity. Young audiences value real connections. As marketers, PR consultants, or influencers, prioritize transparency, honesty, and relatability in your content. Authenticity fosters trust and builds lasting relationships with your audience.

2. Rise of Micro and Nano-Influencers

Forget celebrity endorsements; the spotlight is on micro and nano-influencers. They may have smaller followings, but they boast highly engaged audiences. This cost-effective approach allows for more personal connections. Seek influencers who align with your brand's values and target demographic.

3. Data-Driven Strategies

In Influencer Marketing 2.0, data reigns supreme. Use analytics to identify the right influencers, measure campaign performance, and gauge ROI accurately. Proficiency in data interpretation is vital to ensure campaigns align with goals and resonate with your audience.

4. Content Diversity

Video content, live streams, Stories, and podcasts rule Influencer Marketing 2.0. Diversify your content to cater to varying audience preferences. Experiment with formats and platforms to keep your content fresh and engaging.

5. Long-Term Partnerships

7. Transparency and Disclosure

Transparency is paramount. Ensure influencers clearly disclose their brand partnerships. Compliance with disclosure guidelines and regulations is essential for maintaining trust with the audience and avoiding legal complications.

8. Mastering Storytelling

Storytelling lies at the heart of Influencer Marketing 2.0. Collaborate with influencers to craft narratives that authentically convey your brand's message and values. Compelling stories leave a profound impact and create lasting impressions.


As a young marketer, PR consultant, or budding influencer, embracing the principles of Influencer Marketing 2.0—authenticity, data-driven strategies, and inclusivity—paves the way for your success. Adapt swiftly to evolving trends, connect meaningfully with your audience, and thrive in the future of digital marketing.

Example: Final & Published Blog Post

hgreatre · Sep 20 · 2 min read

Mastering Influencer Marketing 2.0

Updated: Sep 22



In the dynamic realm of digital marketing, Influencer Marketing 2.0 is emerging as a transformative force, shaping the way brands engage with their audiences. This guide will help you improve your digital marketing skills to better utilise a new age of influencer marketing.

The Power of Authenticity


Influencer Marketing 2.0 revolves around authenticity. Young audiences value real connections. It is important to prioritize transparency, honesty, and relatability in your content. Authenticity fosters trust and builds lasting relationships with your audience.

The Rise of Micro and Nano-Influencers

Forget celebrity endorsements 🌟; the spotlight is on micro and nano-influencers 📱. They may have smaller followings, but they boast highly engaged audiences. This cost-effective approach allows for more personal connections and better engagement. Brands such as [La Croix](#) and [Frank Body](#) have also utilised micro influencers.

<https://www.thedigitalmarketingcrew.com/post/mastering-influencer-marketing-2-0>

Long-Term Partnerships




Long-lasting relationships with influencers are a cornerstone of this movement. Instead of one-off collaborations, aim for sustained partnerships. This enables influencers to seamlessly integrate your brand into their content, fostering deeper connections with their audience.

Content Diversity

Video content, live streams, stories, and podcasts rule Influencer Marketing 2.0. Diversify your content to cater to varying audience preferences. Experiment with formats and platforms to keep your content fresh and engaging.

Mastering Storytelling



Storytelling lies at the heart of Influencer Marketing 2.0 📖. Collaborate with influencers to craft narratives that authentically convey your brand's message and values. Compelling stories leave a profound impact, create lasting impressions, and lead to loyal followers.

Remember to join the conversation and stay connected! Comment below and follow us on Facebook, Twitter and LinkedIn for the latest updates!

Student ID | 10535752

#TheDigitalMarketingCrew #ECUMKT5325 (Disclaimer: This content is for the sole purpose of teaching and learning at Edith Cowan University)

f t in

25 views 0 comments

Example: Student's Reflection about using ChatGPT for the task of generating a draft Blog Post

Written Reflection

ChatGPT met **some** elements of the Effective Blog Marketing Checklist such as creating value for the audience, explaining the message further in paragraphs, and ensuring readability through chunking. ChatGPT also adequately crafted an opening paragraph with **little alterations needed and included some keywords.** **However, an improved title, original visuals, hashtags, CTA, emojis, and hyperlinks needed to be manually inserted into the final transcript.**

Prior to the creation of the blog a target audience, objective, and topic was developed in line with the assignment instructions to choose a topic relevant to contemporary digital marketing. The final topic was focused on the Digital Marketing Trend, 'influencer marketing 2.0'. The selected primary target audience was young digital marketers currently studying marketing or working within the marketing profession. The secondary target audience was PR consultants and social media influencers. The objective of the blog post was to educate the reader on the topic of influencer marketing 2.0, to help the improve and expand their current marketing knowledge. This objective also aligns with the 4E framework, choosing to educate the audience.

After completing the background for the post, ChatGPT generated a draft blog post on 'Effective Marketing 2.0'. Initially, the title was "Navigating Influencer Marketing 2.0: A Guide for Young Digital Marketers, PR Consultants, and Influencers", however, I believed this was too long for a title and spoke too specifically to the target audience. It was therefore changed to 'Mastering Effective Marketing 2.0', which I felt reflected the intended purpose of the blog whilst still speaking to the intended target audience. Additionally, the introduction and body of the blog was edited to improve formatting, include keywords, and add value in the form of improving the readers digital marketing skills. Final touches such as hashtags and hyperlinks were added to meet the Effective Content Checklist requirements before the blog was uploaded to The Digital Marketing Crew website.

Example: Student's Reflection on the use of ChatGPT for drafting a social media post

Reflection

The main objective that was focused on when formulating the Facebook post was to purposefully excite the audience. When aiming to excite the intended audience, the presented offer from a brand must be relevant or have value for the consumer (De Villiers et al., 2019). Adding a prompt into the OpenAi (2022) portal required several attempts to align loosely with the 'effective content marketing checklist'. I specifically asked OpenAi (2022) in the prompt, to excite readers with a space theme, provide a 'call to action' with a link to the Digital Marketing Crew website and an image description to go along with the post to establish a good post from the start. It was easy to navigate OpenAi (2022), as it was very straight forward and easy to get the hang of when writing my prompt. I re did my prompt a few times to get the hang of how I wanted to create my post and know what to ask.

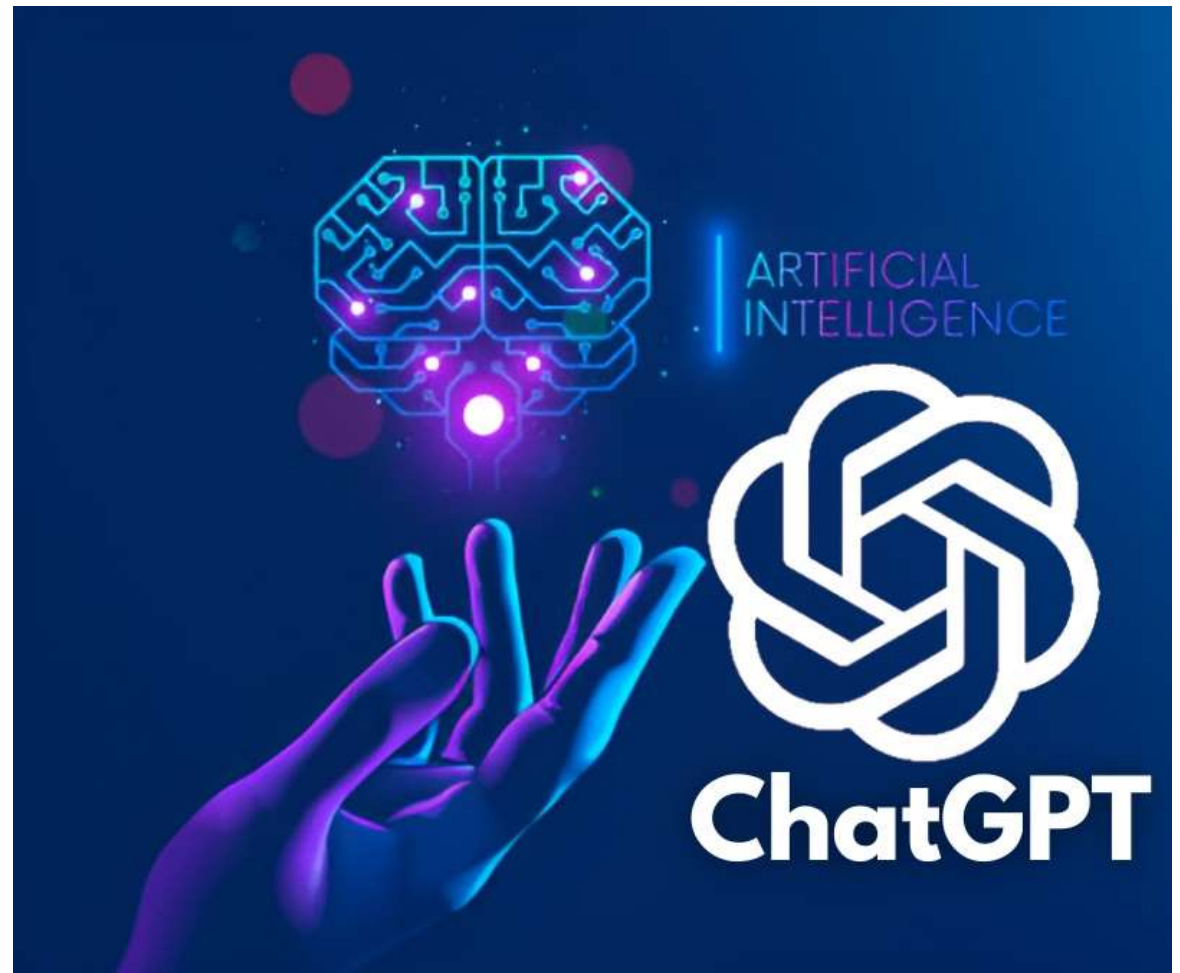
In order to align the post with the 'checklist', there were several adjustments needed in order to create a refined post. One of the first adjustments made to the OpenAi (2022) generated text was to fine-tune the vocabulary. In the original text by OpenAi (2022) and as seen in *Figure 1*, majority of the language used was heavily linked to space, as per the request for a space theme in the prompt. Modifying numerous words and phrases to suit a higher sophistication target whilst still aligning with the space theme was a manoeuvre done so the text would read more fluidly. This would ensure that the reader would not be distracted from the vocabulary used, but rather excited and intrigued, for example the phrase; 'Launch Website Traffic Beyond Limits' was re-constructed to 'Skyrocket Your Website Traffic', in order seamlessly blend with the post and acknowledge what the Digital Marketing Crew can do for consumers online businesses.

Colour is an extremely important aspect in marketing, as it helps in communicating the intended message whilst simultaneously providing creativity and visual appeal for the consumer. (Kumar & Joshi, 2007). The use of colour in the Facebook post was applied in two ways; the first being through the use of colourful emojis, and the second being an image to go alongside the post. Integrating emojis within marketing messages help deliver emotion and attract attention. Selecting the appropriate emojis is an effective means to boost communication and strengthen the interactions between marketers and consumers (Huang et al., 2022). Keeping the post consistent with the space theme, the original OpenAi (2022) generated post had over 10 different emojis scattered throughout the text. In the edited version of the Facebook post, only 6 types of emojis were used. The reason for scaling down the number allows for effective use of emojis, which can overall compliment the text. Furthermore, too many emojis within marketing messages can result in excessive clutter in the post, making it hard for readers to decipher and understand the text (Bashirzadeh et al., 2022).

Utilising an image to go alongside the post was a part of the prompt given to OpenAi (2022). The image description given in *Figure 1*, was difficult to conceptualise and due to this I created my own visual element to go alongside the post. The objective of the visual was to fit in with the space theme and excite audiences with the simple colour palette and collection of images to tie in with the space themed emojis used within the text.

Outcomes

- **Digital skills development:** Students learn digital skills and knowledge by applying new technology to real tasks.
- **Critical and creative thinking and problem solving skills development.**
- **Excitement about career:** Experiential approach to learning excited students about their future careers.
- **Digitally-ready:** Familiarise students with latest and relevant digital technology used by industry.
- **Job & Industry-ready:** Prepare students for the industry where problem-solving based on innovative approaches will give them a competitive advantage.



Impact

 **Dr Violetta Wilk** • You
Digital and Social Media Marketing Academic | Researcher | Lecturer | Unit C...
2d • Edited • 🌐

It's always a bitter sweet moment in the last week of the teaching semester when we bid farewell to students! Thank you and well done to all of my Applied Digital Marketing postgraduate students on outstanding effort and thank you also to 🎧 Dave Monk MPhil CPM 🎧 for co-teaching with me. It's been a fabulous semester! Here are some things students did:

- ★ launched our very own brand: The Digital Marketing Crew
- ★ used [ChatGPT](#) to draft social media and blog content via [Meta](#) Facebook and [Wix](#)
- ★ analysed social media activity using [Hootsuite](#)
- ★ interpreted [Google Analytics](#) reports for our very own website optimisation
- ★ conducted competitor analysis using [Ipsos Synthesio](#)
- ★ developed a Digital Marketing Strategy for our own brand

These applied and authentic learning experiences enabled students to absolutely excel in digital marketing. Well done and best wishes to all!

#digitalmarketing #ecusbl #ECUMKT5325 #industryready #jobready #teaching



 Maryam Omari and 78 others

7 comments

 **Giovana Orsi** • 1st
PR & Events | Digital Marketing | Content Producer
5mo • 🌐

It has been a pleasure to share my last semester of my Master's degree with an incredible team of colleagues, along with Violetta's guidance from what was the Applied Digital Marketing Unit at [Edith Cowan University](#) . Throughout the semester, Violetta and Dave provided us with amazing insights into what's to come in the world of digital marketing, showing us the latest trends. I can't explain how much I enjoyed and learnt from this unit, sincerely grateful 😊. Thank you very much [Dr Violetta Wilk](#) #digitalmarketing #ecu #mastersdegree



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Thank You & Questions

Dr Violetta Wilk

Senior Lecturer & Researcher
Digital & Social Media Marketing

v.wilk@ecu.edu.au

GenAI in the Wild

Provocations on GenAI in our students' everyday worlds

'Created' and produced for you by an assortment of Fremium AI tools, with prompting provided by Cass and Antony

- 15 minutes
- 2 short video stories
- 5 questions

Listen and consider

- How am I reacting to the usage of Gen AI in these stories?
- What do I consider positive, and what concerns me?
- Note the use of GenAI for study and non-study purposes?
- How realistic do you believe these scenarios are?

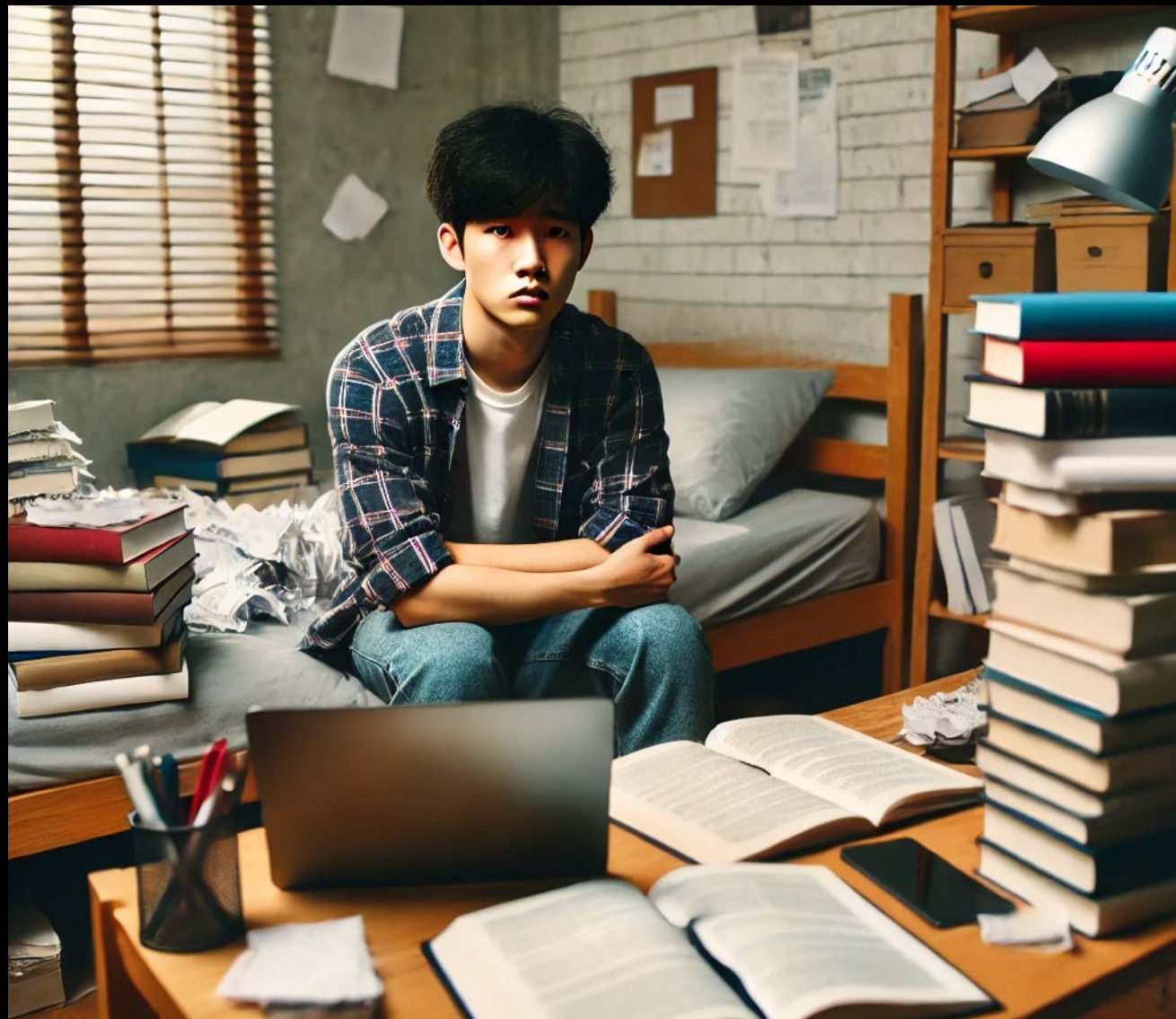
Introducing Zhi Zhang



Zhi Zhang's Journey with GenAI



Study Challenges

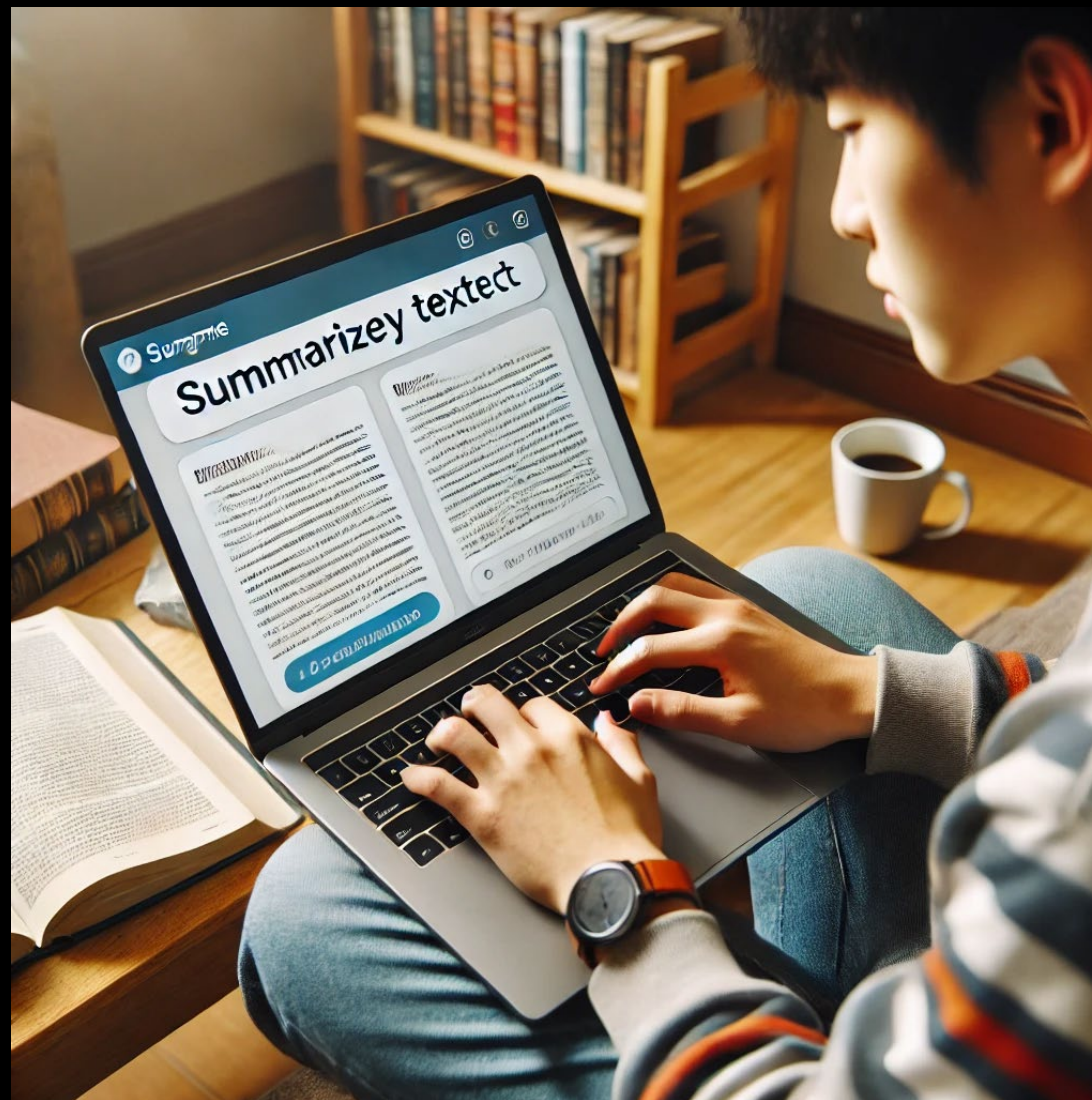




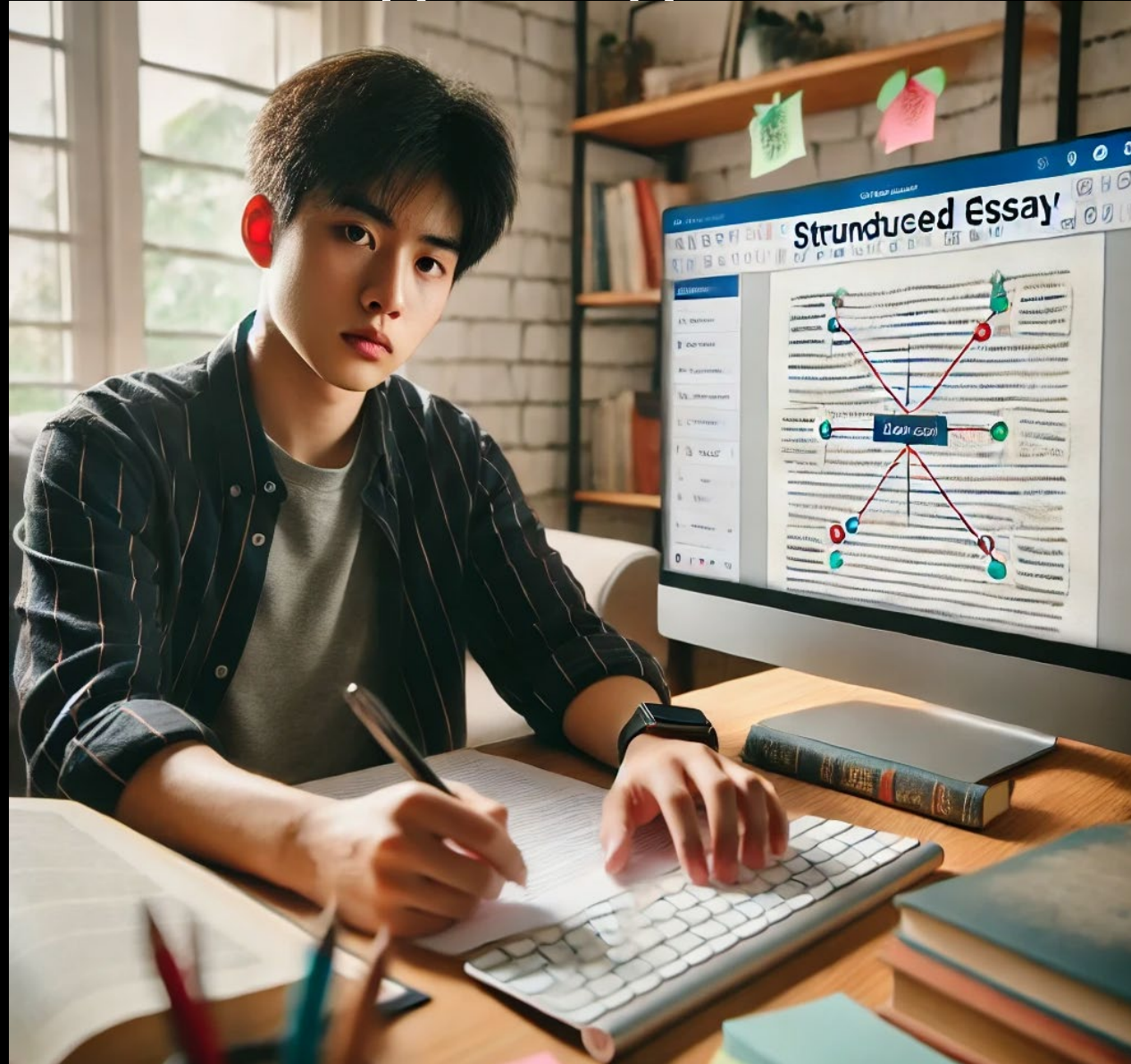
Discovering GenAI



Using ChatGPT for Study



Ideating and Editing Assignments



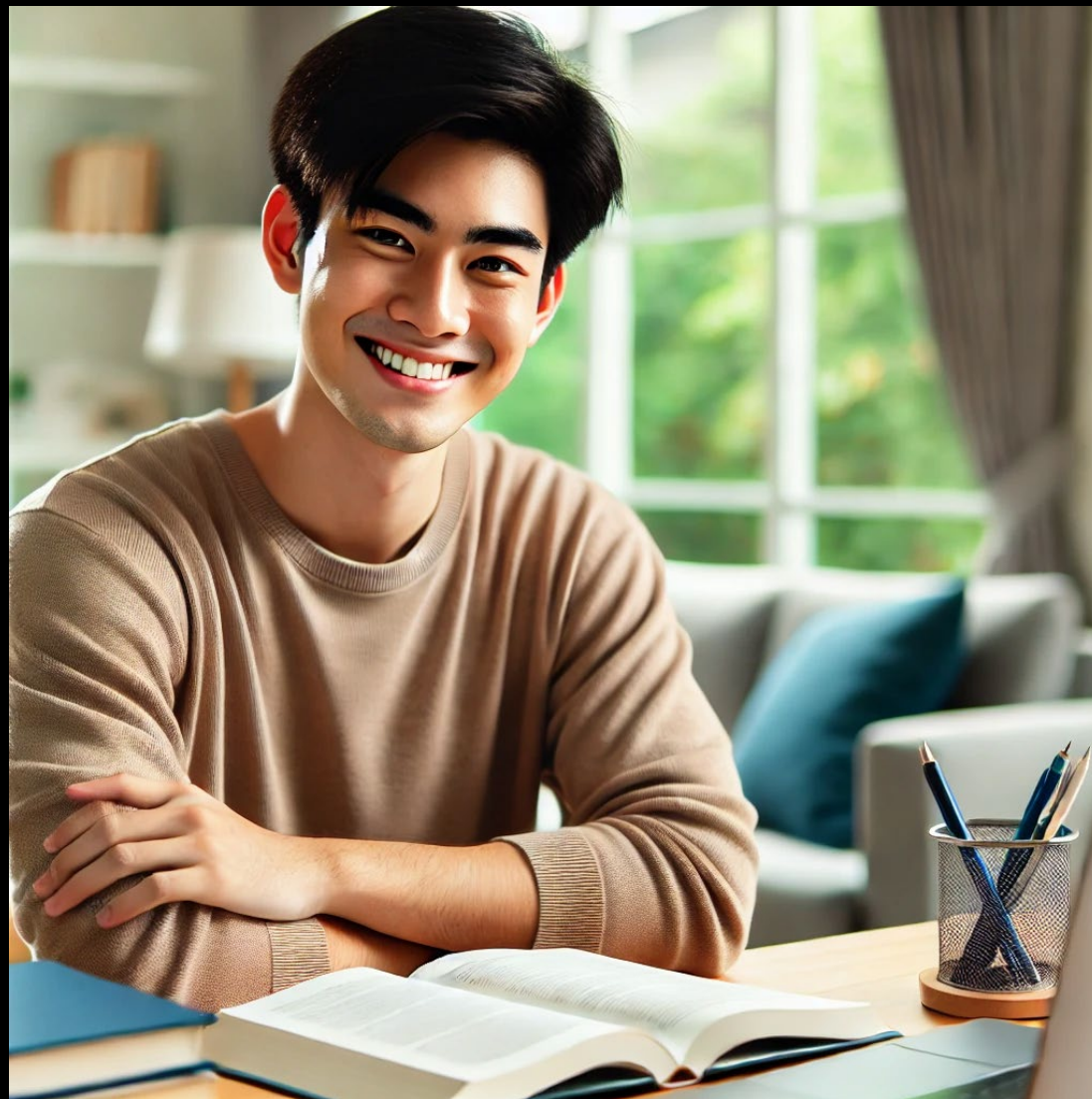
Study Guidance and Testing Understanding



Social Connection with Replika AI



A Balanced Life



Closing Scene



Introducing Mel



Speedchat!!!!

- We have 4 minutes to consider our questions
- How am I reacting to the usage of Gen AI in these stories?
- What do I consider positive, and what concerns me?
- Note the use of GenAI for study and non-study purposes?
- How realistic do you believe these scenarios are?
- What about the imaging and storytelling used by the free genAI tools?

And this one!

- Where is our responsibility as teaching academic and broader universities in this?

Want to be part of our Blended Learning Community?

Join us for our next event and **forward** this to other colleagues at ECU and any of Perth's based Uni's who may want to join the BLC

✉ y.al-abdeli@ecu.edu.au or e.leitner1@ecu.edu.au

Co-coordinators, BLC

Acknowledgements: Thank you to our presenters for consenting to share their slides which reflect their own experiences and personal opinions.

Access: Summary notes (slides) of earlier BLC activities:

<https://intranet.ecu.edu.au/learning/academic-development/learning-communities/blended-learning-community>