

BL CLC 07.02.2018

Wrap-up

- 12:00-12:20** **Light-Lunch, Settle-in and Welcome to the Blended Learning Collaborative Learning Community, and Agenda**
- 12:20-12:25** **Dr Catherine Moore, BL CLC survey outcomes**
Outcomes of the EOI for research collaborations and member feedback
- 12:25-12:30** **Arron Jackson, Project Advisor - School of Business and Law**
Blended learning developments at SBL
- 12:30-12:35** **Brendan Cuff, Learning Technologies Trainer, CLT**
Blackboard Collaborate (overview, capabilities, challenges, ECU points of contact)
- 12:35-12:45** **Amanda Myers, Blended Learning Librarian, ECU Library**
Updates to the Technology Enhanced Learning TEL library guide and an insight to the (new) Student Learning in a Digital Environment SLIDE project.
- 12:45-12:50** **Richard Stals, Senior Learning Solutions Advisor, CLT**
Update on Blackboard usage metadata and analytics
- 12:50-13:40** **A/Prof Yasir Al-Abdeli, School of Engineering**
Flipping a traditional class: what it implies, the timelines to consider, how to implement it, and student feedback on merits /challenges
- 13:40-13:50** **Open Floor Discussion**
EOI from those wanting to start the process of flipping their traditional classes and the peer support available via the BL CLC
- 13:50-13:55** **Next meeting dates, Closure**

Summary

Dr Catherine Moore, Co-coordinator BL CLC / Senior Academic Developer, CLT
Outcomes of the EOI for research collaborations and member feedback

Some notes

- A Qualtrics survey was conducted after the last BL CLC meeting (16.Nov.2017). The survey sought to identify:

Most favoured meeting days for 2017

Candidate meeting dates for the start of 2018

The level of interest in joining a collaborative research project (into blended learning) from members of the CLC

- Responses to the above indicated:

Wed, Thu, then Fri

Most preferred dates were 7th, then 8th Feb

Out of the 18 respondents to the survey (the BL CLC has about 50 members), 11 respondents (61%) expressed interest in joining some research projects

- Other suggestions (text feedback) were also shared

Summary

Arron Jackson, Project Advisor - School of Business and Law
Blended Learning Developments in SBL

Some notes

- Highlighted the last conference for the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE)
- Tawoomba/QLD in 2017 <http://2017conference.ascilite.org/>
proceedings <http://2017conference.ascilite.org/program/conference-proceedings/>
- Current deadline for 2018 conference in Geelong/VIC extended to 27.July.2018 <https://ascilite.org/latest-news/>
- Potential to establish a “medal” like system with perhaps TEQSA backing (no medal, bronze, silver, gold)
- An “ideation” platform was highlighted (Crowdicity)
- Summary outcome of focus groups (at SBL) into blended learning (3 units) was undertaken
- Summary notes from Arron’s presentation follow:

SBL BL update

- ASCILITE
- SBL Pilot review



ASCILITE - TELAS

DOMAINS AND CRITERIA

Learning Design	Learner Engagement	Learner Support	Learning Resources
The design of the online learning environment supports a positive user experience.	Learning activities are designed to facilitate student-to-student interactions	Administrative, technical and learning support details are provided	Learning resources are functional, clearly labelled and have explicit purpose
The online learning environment adheres to appropriate accessibility standards	Learning activities are designed to facilitate reciprocal student-to-teacher interactions	Students are able to monitor their own progress	Learning resources are appropriate to engage the particular student cohort and context
Learning technologies have a clear purpose and are used to appropriately support and facilitate learning	Intended engagement activities reflect sound principles of pedagogical practice	Staff are able to monitor student progress	Administrative, technical and learning resource details are provided and appropriate
Information related to the academic program is provided	Learning activities, technological tools and assessment tasks are appropriate to and tailored for the particular student cohort and context	Feedback mechanisms are designed to be clear, informative, timely and leverage appropriate affordances of digital technologies	

ASCILITE - Crowdicity

Crowdicity

Peter Bryant

London School of Economics and Political Science (UK)



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BL pilot group: Feedback

SBL pilot **lecturers** are saying –

“Class time is **fun and engaging**”

“Using Kahoots in a Blended Learning mode provides **instant feedback** that helps to focus the session on what students **actually need help with**”

“Students are receptive to Blended Learning with **no negative feedback**”

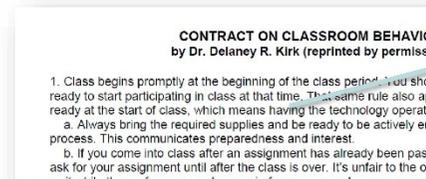
SBL **students** are saying –

“This is the first time I have ever seen a **different and fun** approach to learning”

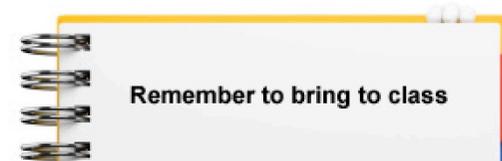
“**Students enjoy it** [active learning] because if the lecturer talks in front of them all the time [traditional lecture], sometimes, they start to become bored or not pay attention”

Worked well for pre-class completion

- Class contract, lead to:
 - Student personal commitment
 - Strong sense of peer-to-peer commitment
- Rotating group leadership roles
 - Good leverage of P2P commitment
- Linking pre-class work
 - To in-class activities
 - To assessments



<https://www.template.net/business/contracts/behavior-contract/>



Worked well for Instructors

Week 2 – Working the Room

Learning objectives

- Research, write and present professional business communication with appropriate language for varied audiences.
- Communicate effectively through a number of mediums, using both relevant research and using appropriate presentation techniques.

Work summary

The main activities will be to conduct the business communication and will be designed to present to a range of audiences. Materials to be used in the room to outline the in-class activities as it impacts the class's experience. Then 30 prior to class to assign them to ensure students are ready to go.

Instructor preparation

Print to class, you are in.

- Visit all student prep class materials
- Check for any issues with the room – resource resources
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- Check for any issues with the room – resource resources

There are many other resources in the room to use for students, the resource is ready to use for students.

Pre-class student prep (60 minutes)

Students will prepare in the following:

- JACS 2016 video: Working the room
- JACS 2016 video: Working the room
- JACS 2016 video: Working the room

In-class activities

The class will be in feedback of the video results and a verification of the video results. The video results will be used to guide the class. The class will be in feedback of the video results. The class will be in feedback of the video results.

Activity 1: Student quiz feedback

Have the results of the quiz ready to go in the room. Use the results to guide the class. The class will be in feedback of the video results. The class will be in feedback of the video results.

Facilitation Guide is very helpful

- Book of lesson plans for the semester



Facilitation skills very important

- CLT PD session: *Facilitating Blended Learning and Teaching*

What to anticipate...

- International students take longer to acclimatize to:
 - Completing pre-class work
 - Engaging with in-class activities
- Completion of pre-class work is very important, techniques include:
 - Clearly list tasks
 - Class contract
 - Link pre-class to in-class to assessment
 - Physical handout
 - Quiz marks
 - Reflection Journal marks
 - Random group leadership
 - In-class contingencies



Summary

Brendan Cuff, Learning Technologies Trainer, CLT
Blackboard Collaborate (overview, capabilities, challenges, ECU points of contact)

Some notes

- *Blackboard Collaborate advent and this expand tools for online units and real-time chat/discussions*

Richard Stals, Senior Learning Solutions Advisor, CLT
Update on Blackboard usage metadata and analytics

Some notes

- *IT related updates to Blackboard were discussed (hosting)*

- *Blackboard Collaborate was discussed and the potential for supporting face-to-face activities with online classrooms/chats with other campuses*

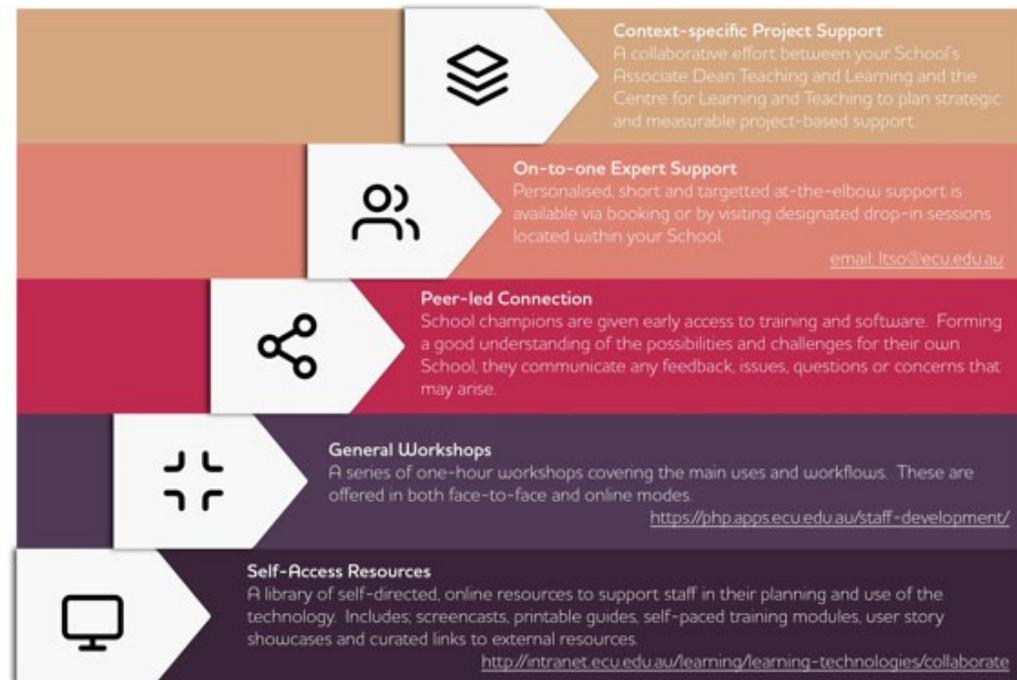
- *Metadata was shared to help identify Blackboard usage trends over the last two semesters*

- *Summary notes from Richard's presentation follow:*

Learning Technologies Update

- Moved to Manage Hosting – Blackboard in the Cloud
- Blackboard Collaborate

Blackboard Collaborate

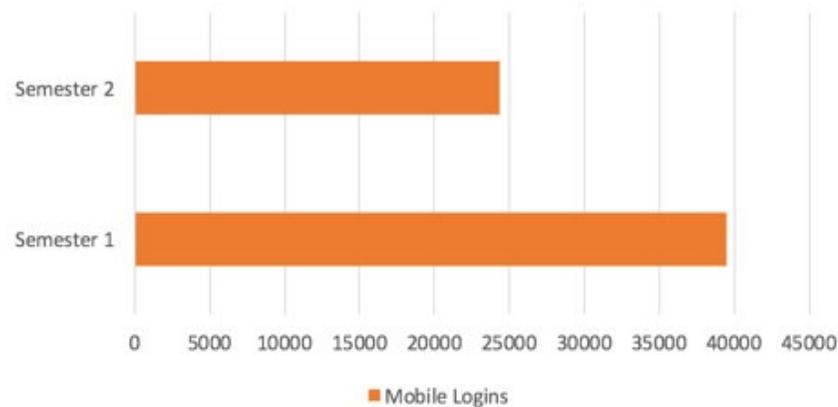


Blackboard Logins

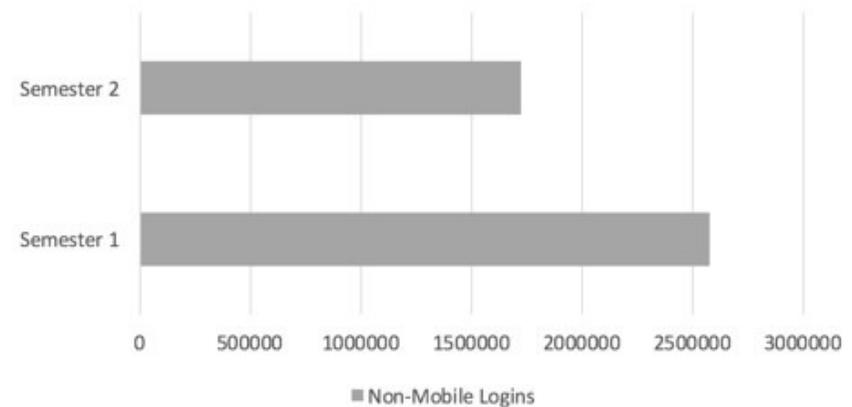
	2017 Semester 1	Semester 2
Logins (Total)	2,620,226	1,747,322
Mobile Logins	39,451	24,328
Non-Mobile Logins	2,580,775	1,722,994

Blackboard Logins

Mobile Logins

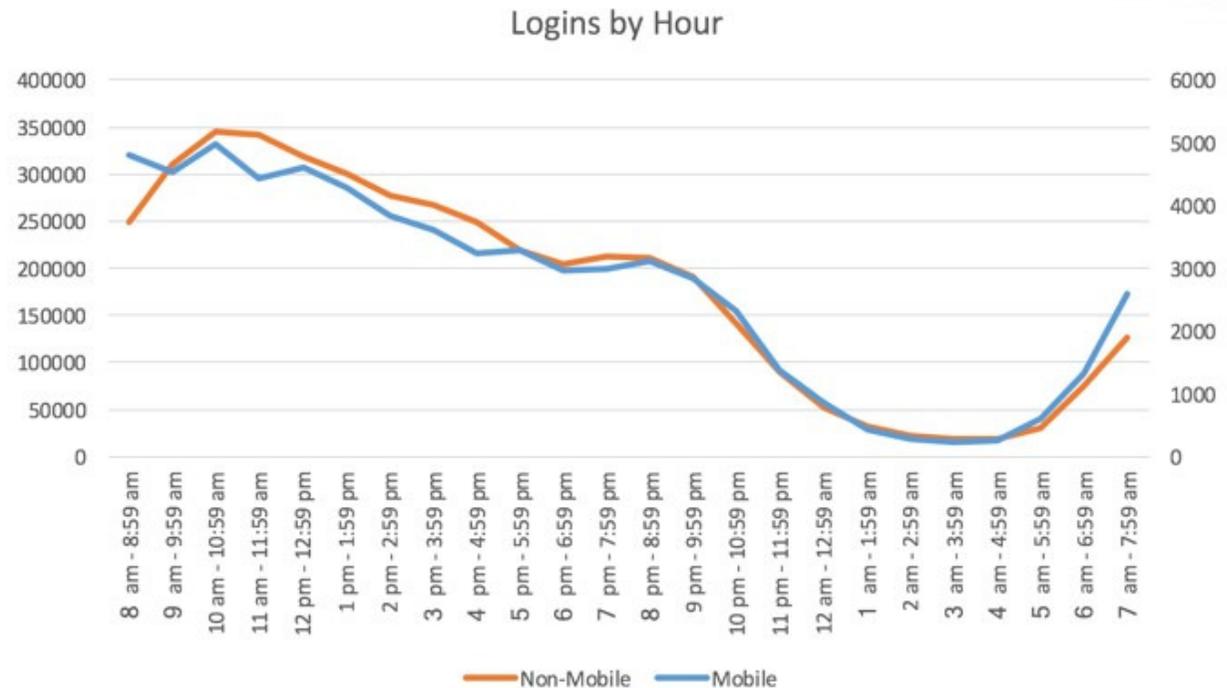


Non-Mobile Logins



Blackboard Logins by Hour

	Mobile	Non-Mobile
8 am - 8:59 am	4,805	248,598
9 am - 9:59 am	4,534	309,618
10 am - 10:59 am	4,979	345,512
11 am - 11:59 am	4,439	341,173
12 pm - 12:59 pm	4,597	319,305
1 pm - 1:59 pm	4,288	301,135
2 pm - 2:59 pm	3,845	277,080
3 pm - 3:59 pm	3,612	267,231
4 pm - 4:59 pm	3,231	248,519
5 pm - 5:59 pm	3,287	219,090
6 pm - 6:59 pm	2,953	203,872
7 pm - 7:59 pm	2,995	212,714
8 pm - 8:59 pm	3,109	211,561
9 pm - 9:59 pm	2,848	191,050
10 pm - 10:59 pm	2,309	141,511
11 pm - 11:59 pm	1,368	90,728
12 am - 12:59 am	843	52,055
1 am - 1:59 am	439	31,742
2 am - 2:59 am	282	22,252
3 am - 3:59 am	223	18,117
4 am - 4:59 am	269	19,194
5 am - 5:59 am	597	30,226
6 am - 6:59 am	1,336	74,543
7 am - 7:59 am	2,591	126,943



Summary

Amanda Myers, Blended Learning Librarian, ECU Library
Blended Learning Resources

Some notes

- Overview of new apps added to the (continually growing) library guide:

Library Guides>Library Resources>Technology-Enhanced Learning

<http://ecu.au.libguides.com/c.php?g=719863>

- Particular note was made of the infographic (courtesy of UWA) which now exists on the library guide "to help choose the correct app for your teaching in 5 easy steps. Examines learning outcomes, knowledge construction, support, communities and functionality ..."

- <http://ecu.au.libguides.com/c.php?g=719863&p=5196989>

- SLIDE (Student Learning in a Digital Environment) project introduced <https://ecu.au.libguides.com/slide>

The screenshot shows the ECU Library website page for "Technology-Enhanced Learning: Subject & Generic Apps". The page features a navigation menu with categories like Home, ECU Mobile Apps, Subject & Generic Apps, Literature, Library Resources, Web Resources, and Open Source and OERs. A search bar is located at the top right. The main content area is divided into several panels:

- The Padagogy Wheel**: A circular infographic with various app icons and text.
- Choosing an App**: A section with the heading "How to Choose an App" and a 4-step infographic. The steps are: STEP 01: What are the learning outcomes?; STEP 02: What will the students do in the app to construct knowledge?; STEP 03: What apps will address step 2?; STEP 04: Research apps, use your networks, internet etc... The infographic also includes a central "Teacher's perspective" and a "Students' perspective".
- Generic Apps**: A list of apps including TED Talks (App Store), TED Talks (Google Play), Evernote App Centre, WolframAlpha, Chegg, Socrative, Kahoot!, and Scopla Mobile.
- Science Apps**: A list of apps including ChemSpider Mobile (App Store), ChemSpider Mobile (Google Play), ReactionFlash (App Store), ReactionFlash (Google Play), Physics World (Google Play), Periodic Table of Elements (App store), and Periodic Table of Elements (Google Store).
- Education Apps**: A list of apps including OzAtlas (Google Play), OzAtlas (App Store), Teachers with Apps, and Microsoft Education.
- Engineering Apps**: A list of apps including iEngineer (App Store).

A callout box titled "Choosing your app?" points to the "Choosing an App" section.

Summary

A/Prof Yasir Al-Abdeli, School of Engineering

Flipping a traditional class: what it implies, the timelines to consider, how to implement it, and student feedback on merits /challenges

Some notes

- Overview of the flipped class project undertaken at ECU and the subsequent book chapter based on it

Al-Abdeli Y.M. (2017) Flipped Classes: Drivers for Change, Transition and Implementation. In: Reidsema C., Kavanagh L., Hadgraft R., Smith N. (eds) The Flipped Classroom. Springer, Singapore

https://link.springer.com/chapter/10.1007/978-981-10-3413-8_12#citeas

- Unit flipped already had significant L&T approaches based on online materials (technology enhanced) but was still being done using the traditional model of class delivery (2009-2012). In 2013, classes were flipped with students having to prepare before coming to class and then engage in class discussions on the subject matter. More resources used were readily available (lecture recordings of previous offerings) but additional class handouts were developed to help structure the class discussions. These also allow students to self-gauge their progress as they scaffold the subject matter.

- Very important to transition students into the flipped model, rather than just start it from day-1. This is even more significant if the unit being flipped is the only one in the current study year for students or the entire course.

- Book chapter includes qualitative data from research undertaken to identify student perceptions on flipped classes: merits to learning, challenges and where things can be improved. For more details, access the book chapter. Yasir indicated he was happy to provide ongoing peer-support for any BL CLC members wanting to flip their classes and redesign their class utilisation mode/time. Contact: y.al-abdeli@ecu.edu.au

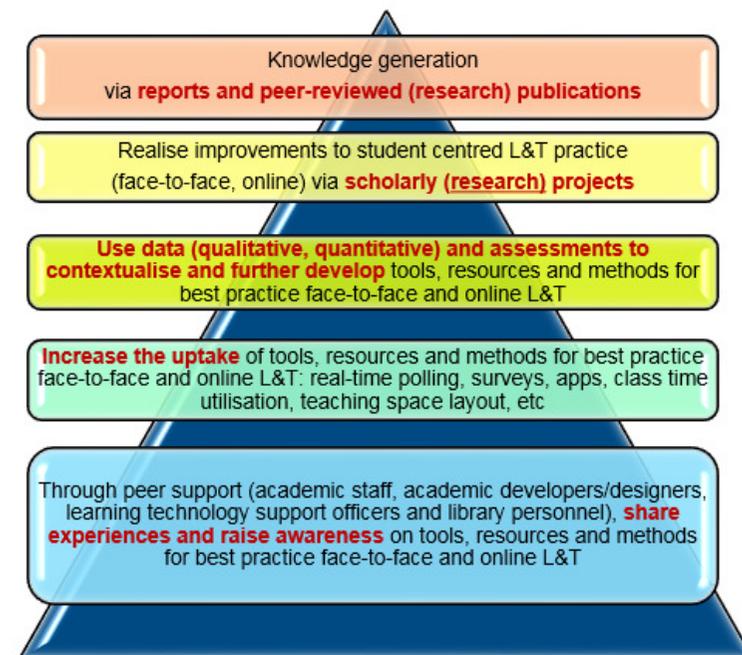
Summary

A/Prof Yasir Al-Abdeli and Dr Catherine Moore

EOI from those wanting to start the process of flipping their traditional classes and the peer support available via the BL CLC

Some notes

- Several staff had responded positively with EOIs (via the late 2017 Qualtrics survey deployed to all members of the BL CLC) to engage in collaborative research projects.
- Research projects and the pursuit of scholarly outputs on blended learning is part of the activities for the BL CLC. This was highlighted through (draft) hierarchy of activities that had been proposed at the BL CLC meeting on 16/11/2017 (left).
- Following receipt of the EOIs, the staff (general and academic) who had expressed interest were contacted and a few brain storming sessions held in the ECU staff room. This culminated in a project (reflective online spaces using the app Padlet) that was undergoing ethics approval and due for deployment to two ECU units across the School of Engineering (ENS2108) and Business and Law (SBL 1300): Yasir Al-Abdeli, Claire Lambert, Catherine Moore.
- More project EOIs will likely be called for in 2018



Blended Learning Collaborative Learning Community

Purpose (activities, direction)
A work-in-progress

Want to be part of our Collaborative 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 BL CLC

✉ y.al-abdeli@ecu.edu.au or c.moore@ecu.edu.au

Co-coordinators, BL CLC

Access summary notes (slides) of earlier BL CLC activities here

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