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 Australiasian Society for Computers in Learning in Tertiary Education (ASCILITE)


- 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

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

Peter Bryant
London School of Economics and Political Science (UK)

Discover Great Ideas
Set challenges, capture ideas, collaborate, vote, review, and select the most valuable outputs.

Learn more >

Crow a Smart Crowd
Get the right input from the right people: employees, customers, partners - whoever they are.

Learn more >

Easy Setup and Launch
Get up and running in minutes without any technical knowledge required and integrate with your existing systems.

Learn more >
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

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

Context-specific Project Support
An collaborative effort between your School's Associate Dean: Teaching and Learning and the Centre for Learning and Teaching to plan strategic and measurable project-based support.

On-to-one Expert Support
Personalised, short and targeted at-the-elbow support is available via booking or by joining designated drop-in sessions located within your School.

Peer-led Connection
School champions are given early access to training and software. Forming a good understanding of the possibilities and challenges for their own School, they communicate any feedback, issues, questions or concerns that may arise.

General Workshops
A series of one-hour workshops covering the main uses and workflows. These are offered in both face-to-face and online modes.

Self-Access Resources
A library of self-directed, online resources to support staff in their planning and use of the technology. Includes: screencasts, printable guides, self-paced training modules, user story showcases and curated links to external resources.

Email: hcd@ecu.edu.au

URLs:
https://lpssupport.ecu.edu.au/staff-development/
Blackboard Logins

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<td>Non-Mobile Logins</td>
<td>2,580,775</td>
<td>1,722,994</td>
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Mobile Logins:
- Semester 1: 2,580,775
- Semester 2: 1,747,322

Non-Mobile Logins:
- Semester 1: 2,620,226
- Semester 2: 1,722,994
Blackboard Logins by Hour

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<th>Non-Mobile</th>
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<td>7 am - 7:59 am</td>
<td>2,591</td>
<td>126,943</td>
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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

- 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 …”

- SLIDE (Student Learning in a Digital Environment) project introduced https://ecu.au.libguides.com/slide
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
  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 EOI’s (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 EOI’s, 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 EOI’s will likely be called for in 2018
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