This learning community aims to share and foster good practice in blended learning across all disciplines within ECU and beyond. As a community of practitioners and developers, we aspire to work hand-in-hand in providing a collaborative, supportive and collegial forum and networking platform for sharing experience and identifying relevant resources. Through our meetings, the group also serves as a sounding board for new ideas in best practice face-to-face, online and blended learning. Ultimately, we aspire to not only help members identify and understand what blended learning is, but (and as with the pinnacle of Bloom’s Taxonomy) to transition those in the Learning and Teaching sphere to the higher levels of analysing and evaluating their blended learning practices, then leading to knowledge creation and discovery guided by scholarly research in this area.
A/Prof Yasir Al-Abdeli, Co-coordinator BL CLC, School of Engineering

Progress and updates for the learning community

Summary notes compiled post BL CLC meeting (unconfirmed)

- The BL CLC is exploring (with colleagues at a number of other institutions) running some activities at other Perth based campuses in 2019. The aim is to establish synergies between L&T practitioners / developers and grow the membership of the BL CLC (with time).
- The first BL CLC research project was undertaken this year. Calls for the second research project will follow this meeting, with likely meeting dates in Nov/Dec 2018 to brainstorm, conceptualise, and planning for running a project in Sem1/2019.
- The need to share more case studies that cover best practice face-to-face and online learning will continue in 2019.
BL CLC contribution(s)
Implementation and Communication Plan (4.2c)

“Assessment practices that enhance students’ global competitiveness by incorporating relevant technologies to facilitate a future-oriented experience”

Action item: Case studies of technology-enhanced assessments (July 2018 - Dec 2019)
Dr Ken Robinson, School of Arts and Humanities, ECU
Countering teaching by benign neglect by feed forward

Summary notes compiled post BL CLC meeting (unconfirmed)

- Don't assume that students who do not attend (in class, online) are not interested
- Use one's personal view of being a “facilitator or and coach” to help drive student aspirations whilst they learn
- Students need to feel they are in control of their learning (i.e., their perceptions are important)
- Assessments need to be supported with feed forward (in feedback on where students have gone wrong, say something along the lines of … to do ‘this’ part correctly, you should instead do ‘that’ in future). Use learning apps and learning activities.
- Online student participation occurs mostly on weekends (ensure materials are up by Friday evening).
- Run online polls (e.g., Doodle) to see best time that suits teaching online activities (engage students, give level of autonomy). Involve them in the setting of the learning agenda.

QA time notes compiled post BL CLC meeting (unconfirmed)

- There is a difference between “high standards of learning” and “high achievement” (source quoted in session)
- Q: How do cultivate in your students the belief in their ability to learn? A: Look into what does not cause them to fail. Also focus on how to engage those who like the unit, as well as those who may not be engaged or challenging to teach. Students need to believe they are able to improve.
- Read literature on “self regulated learning”
Countering teaching by benign neglect by feed forward

Tell me and I will forget
Teach me and I may remember
Involve me and I will learn

Dr Ken Robinson  k.robinson@ecu.edu.au
Learning coach in Undergraduate Psychology
School of Arts & Humanities
Teaching modes

<table>
<thead>
<tr>
<th>Face to face</th>
<th>Attend</th>
<th>Don’t attend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online</td>
<td>Synchronous</td>
<td>Asynchronous</td>
</tr>
</tbody>
</table>
Psychology non-professional (3-year general degree)

- Historically high demand (used to have 750+ students enrolled in PSY1101), demand now reduced
- Funnel NOT pipeline model of training
- Accredited (Psych Board of Aust -> Health Ministers)

Demographics (rough!)
- 70% female
- 60% mature-aged (21+)
- 60% ES enrolment (and rising)

My teaching
- 2nd year core unit (~250 students)
- 3rd year elective (~70 students)
feed forward not back

Influences: David Boud, David Nicol, Cathy Moore, my psychological practice
Pedagogy to support feedforward

- Coaching and facilitator
- Focus on learner goals (build expectations)
- Focus on career aspirations (build motivation)
- Use my therapeutic focus in a learning application (e.g. Socratic questioning – questions to produce insight)

- Psychology model (self-determination theory – manage student perception not results)
- Help students meet their basic psychological needs of autonomy (student feels they are in control), relatedness (student feels part of a group), competence (student feels they have achieved and can achieve)
Tools to support feedforward

- Rubrics (my own comments; AAC&U)
- Example student papers – allows students to assess them using rubrics
- Workbooks (PebblePad) – allows students to identify with learning goals
- Discussion board
- (Unofficial Facebook sites)

- Camtasia Relay
- Blackboard Collaborate
- Doodle poll (doodle.com) in week 0 to engage learners to schedule synchronous online classes
- Youtube
- Online texts with student sites
- Popular texts
- Websites
Assessments supported by feedforward

- PDP
- The alternative learning assignment
- Creative and critical thinking reaction paper
- Seen exam
- Job application
- Video presentation
focus on student perception rather than results

External student enrolled 2018/02 email 10 Nov 2018:
I have been studying for a long time (I am a mature age student with multiple priorities)...
The way you provide alternate sides to the proverbial research coin is always a discussion starter...
I have had multiple in-depth discussions globally with friends and colleagues in relation to psychometric and personality testing. I have also had many late night discussions in relation to motivation and how it relates to attachment styles and personal circumstances.

You have directed me to an area of learning and theories that resonate with me and inspired further research and discussion. This is why I am studying. I feel I have an understanding of the content, and a curiosity about the content matter, I am not just studying to know enough to pass the exam, I am studying for the enjoyment of it. I feel this unit has engaged me and I have learnt real world applicable skill sets and I am already reaping the rewards in my professional life based on much of what I have learnt in this unit.
Dr Claire Lambert, School of Business and Law, ECU

Online reflective spaces using Padlet

Summary notes compiled post BL CLC meeting (unconfirmed)

- Project to investigate using an app (Padlet) to enable student reflection on learning concepts and apply them in their own (course related) context. Two units studied (Schools of Business and Law, Engineering).
- First usage of app appears free, but (small) cost might be needed for prolonged (additional) use.
- Post project some changes were also applied. Feedback suggests running the reflective spaces (Walls) over three days (only) is better than prolonging this (to ensure timely contributions by students).
The Role of Online Reflective Spaces in Enhancing Meaningful Student Success

Claire Lambert – School of Business and Law
Yasir Al-Abdeli – School of Engineering
Catherine Moore – Centre for Teaching and Learning
Aims

- Increase engagement with unit concepts
- View concepts from a different perspective
- Authentic and reflective learning
“...studies have found that learners are more successful at acquiring new competencies when they **build strong metacognitive abilities**, reflect **objectively on new concepts learned**, and integrate that information **with their existing knowledge and skills**...”

What is Padlet

www.padlet.com
Preparing the students
Preparing the students

Padlet Wall #1

<table>
<thead>
<tr>
<th>Padlet Wall</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week</td>
<td>2</td>
</tr>
<tr>
<td>Due</td>
<td>Opens Thursday 4 March 9:00 AM WST (via Blackboard) and closes Sunday 11 March 11:59 PM WST</td>
</tr>
<tr>
<td>Subject Matter</td>
<td>Section 1 - The Corporation and its stakeholders</td>
</tr>
<tr>
<td>Learning Objective(s)</td>
<td>Know what a stakeholder is and who a corporation's market, non-market and internal and external stakeholders are</td>
</tr>
</tbody>
</table>

**Question/Query**

What is required? A stakeholder to the NWI Optus Stadium is the little old lady who lives in the apartment building next door in Bunbury. She does not like the noise and traffic that the new arena brings. Come up with your own relevant stakeholder and state their interest in the NWI Optus Stadium, see if you can extend the envelope to get a D or HD for this exercise.

**Notes**

- Students must use their student number as the title in their post.
- Posting must be concise, limited to 2 lines of text (1st text used), relevant (clearly connected to the topic) and original (please ensure you do not repeat an idea that has already been posted on the Padlet wall).
The process

Wall #1 Instructions
A stakeholder to the home optron
station is the little old lady who lives in the apartment building next door to Barnwood. She does not like the noise and traffic hazard that the new arena brings. Come up with your own relevant stakeholder and state their interest in the NEW optron
station, see if you can extend the envelope to get a or no for this question.

Wall #2 Instructions
A young engineer joins a company that has been making the same product for many years. Sales have dropped and the product is no longer competitive in terms of energy rating (efficiency). Provide
out to describe what changes will be made and how these will affect the performance of your clearly stated engineered product.

Wall #4 Instructions
Thinking back on an item you have consumed this week, explain what attributes of the product made you consume this item over competitive offerings. Be sure to upload a visual of the item you consumed with your textual explanation.

2018: Cumulatively Assessed (weeks 2-6)
Student posts
revise the basics learnt that week within a few minutes

engaging with the other students

Classroom connectivity

Applying unit concepts to real life

Interactive method of reinforcing unit material

easy way to build engagement, weekly, with unit materials

Interactive method of reinforcing unit material

Allows for a higher retention rate of the content

see what other students thought/learned and their interpretation

engaging with the other students

Student feedback
Results & key learnings

• 257 students (ave) participated, highest weekly posts – 240 posts
• 51 discussion board posts from a comparable unit
• 3 days versus 1 week;
• Engaging and enjoyable for students
• Greater involvement with the unit materials early on in the semester
• Practice wall is helpful (1st year students)
• Nice revision tool (tutorial, exam prep)
Where to from here…

- Student star peer rating system
- Cross University program
- Explore the impact on retention and student learning
Amanda Myers, School of Business and Law, ECU

Updates and the Library guide for Technology-Enhanced learning

Summary notes compiled post BL CLC meeting (unconfirmed)

- Revisit of the Technology-Enhanced Learning Guide with request for app recommendations from BL CLC
- SLIDE as an orientation resource
- Library Essentials LTI (learning technology interoperability) link with Blackboard for improved user experience and access to information just-in-time
- Updating the TEL Guide to reflect the various mobile Apps used within the Schools. If you have any recommended Apps that you use in your teaching and research that you would like to be included in the Guide, please email the App details and a brief description of how the app is applied to teaching (optional) to Amanda Myers: a.myers@ecu.edu.au
Visit www.ecu.au.libguides.com/TEL
Supports learning in the digital environment
42000 page views
4 modules
Great for orientation activity
visit: www.ecu.au.libguides.com/slide

Library services, collections, support
How-to Videos for just in time help
15000 page views
Access LTI link Blackboard Menu or visit: www.ecu.au.libguides.com/library-essentials

For assistance in embedding guides into your units, please contact your School LTSO.
Amanda Myers, Librarian, School of Education, Update

  Launched November 2017 (1309 page views)  
  Guide updated: TEL resources; links to OER collections and Digital literacy skills.  
  Apps page: looking for recommended apps for teaching to be included.

- **Student Learning In the Digital Environment (SLIDE)**: [https://ecu.au.libguides.com/slide](https://ecu.au.libguides.com/slide)  
  Launched in February 2018 (42108 page views)  
  Resource for students in learning with technology, digital literacy, and support services.

  Launched in September 2018 (15102 page views)  
  Library information services, collections, learning support,’how-to’videos  
  Guide access via LTI link in Blackboard – analytics reports 5758 students used LTI link.

- Library Guides can be embedded in Blackboard. Feedback on guides is welcome.
A/Prof Alex Rassau, Assoc Dean - Academic, School of Engineering, ECU

Real-time polling: benefits and challenges

Summary notes compiled post BL CLC meeting (unconfirmed)

- Overview of how a real-time online polling app (PollEverywhere) is used in class. Real-time results embedded in PPT slides (free upto a certain number of participants) https://www.polleverywhere.com/
- Has been using online polling in teaching for around 10 years. Would deploy 6-8 of (short) online polls in the span of a 2hr lecture. Initially runs them with ‘hidden’ results to allow participants to vote (no peer-influence) before disclosing the results on screen (i.e., anonymity is useful and prompts students to have a go). Would include a last poll (in the slides) to help wrap-up/gauge student learning in that class. Indicates that some of the questions (poll items) would feature in the exam.
End of Lecture Evaluation

How well do you feel you have grasped the material in this section?

Respond at PollEv.com/micros

- It was clear, I have no questions.
- I have a question or two.
- I have a lot of questions.
- I am so confused that I don’t even know what questions to ask!
What are you thinking about in class polling now?

Respond at PollEv.com/micros
Dr Catherine Moore, Co-coordinator BL CLC, CLT

Open floor discussion and EOI’s for the 2nd BL CLC multi-disciplinary research project (follow-up meeting in Nov/Dec 2018).

Summary notes compiled post BL CLC meeting (unconfirmed)

- Brief note to highlight that the BL CLC will be calling very soon (email survey) for EOI’s.
- Process likely to mimic what was followed for the 1st BL CLC research project: identify those interested; meet a couple of times in the following few weeks to brainstorm, conceptualise and plan implementation for sem1/2019.
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

Acknowledgements: Thank you to presenters for consenting to share their slides.

Access: Summary notes (slides) of earlier BL CLC activities: