

# BL CLC 20.11.2018

# Agenda

- Settle-in, Welcome to the Blended Learning Collaborative Learning Community (tea/coffee)**
- Item 1** **A/Prof Yasir Al-Abdeli**, Co-coordinator BL CLC, School of Engineering  
Agenda and updates for the learning community
- Item 2** **Dr Ken Robinson**, School of Arts and Humanities, ECU  
Countering teaching by benign neglect by feed forward
- Item 3** **Dr Claire Lambert**, School of Business and Law, ECU  
Online reflective spaces using Padlet
- Item 4** **Amanda Myers**, Librarian, School of Education, ECU  
(the revised) Library guide for Technology-Enhanced learning
- Item 5** **A/Prof Alex Rassau**, Assoc Dean - Academic, School of Engineering, ECU  
Real-time polling: benefits and challenges
- Item 6** **Dr Catherine Moore**, Co-coordinator BL CLC, CLT  
Open floor discussion and EOI's for the 2<sup>nd</sup> BL CLC multi-disciplinary research project (follow-up meeting in Nov/Dec 2018).

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.

Slots include Q/A time

# Item 1

## **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.

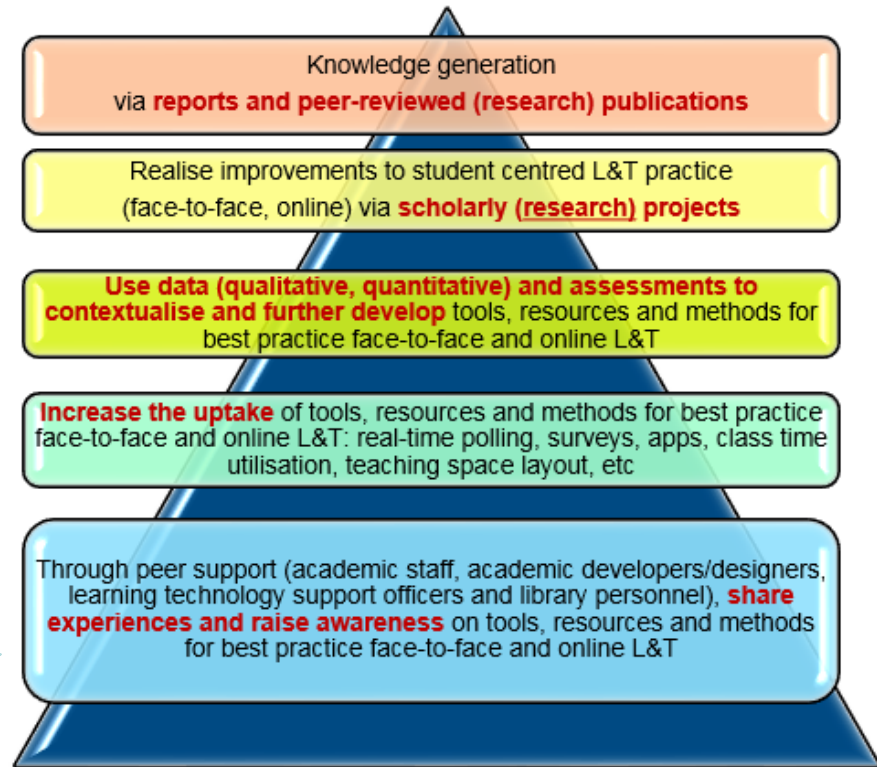


4.2 c)	Technology-enhanced assessment	Case studies of technology-enhanced assessments (M)	CLT Teaching Quality Team with TEL learning community	July 2018 –	Dec 2019
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**BL CLC contribution(s)**  
Implementation and Communication Plan (4.2c)

“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)*



**Blended Learning Collaborative Learning Community**  
Purpose (activities, direction)  
A work-in-progress

## Item 2


### **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 ones 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”



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

# Countering teaching by benign neglect by feed forward

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Dr Ken Robinson

[k.robinson@ecu.edu.au](mailto:k.robinson@ecu.edu.au)

Learning coach in Undergraduate Psychology

School of Arts & Humanities

# Teaching modes

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Face to face

Attend

Don't attend

Online

Synchronous

Asynchronous



# Psychology non-professional (3-year general degree)

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- 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

- 2<sup>nd</sup> year core unit (~250 students)
- 3<sup>rd</sup> year elective (~70 students)



# feed forward not back

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Influences: David Boud, David Nicol,  
Cathy Moore, my psychological practice





# Pedagogy to support feedforward

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- 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

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- 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

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- PDP
- The alternative learning assignment
- Creative and critical thinking reaction paper
- Seen exam
- Job application
- Video presentation



## focus on student perception rather than results

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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.

# Item 3

**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).

**Edith Cowan University**

School of Business and Law, School of Engineering and Centre of Teaching and Learning



# Blended Learning CLC

## The Role of Online Reflective Spaces in Enhancing Meaningful Student Success

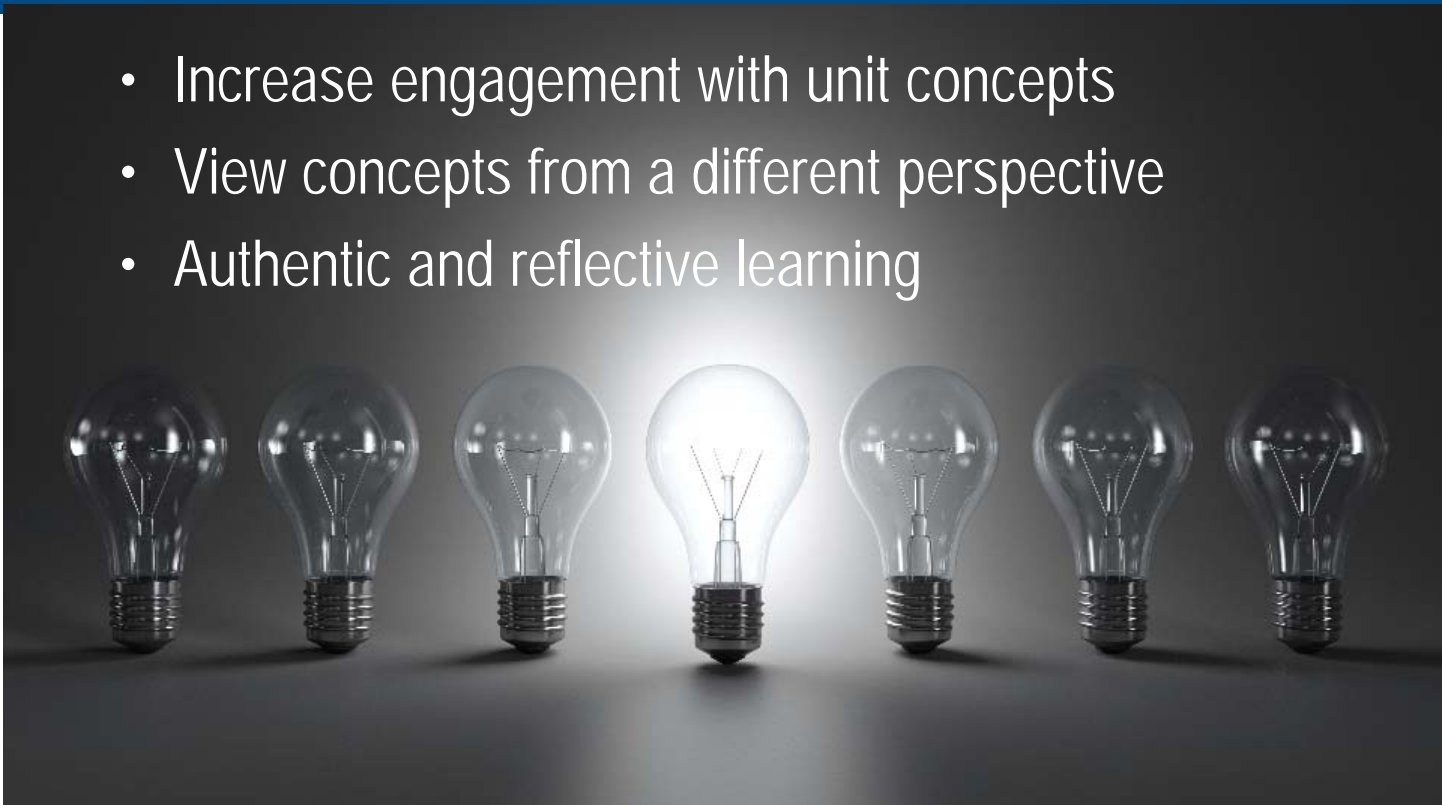
Claire Lambert – School of Business and Law

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



# Literature

*“...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...**”*

Source: Luna Scott, C. (2015).

The Futures of Learning 3: What kind of pedagogies for the 21st century? p.3



Edith Cowan University

School of Business and Law, School of Engineering and Centre of Teaching and Learning



# What is Padlet



[www.padlet.com](https://www.padlet.com)

# Preparing the students

Assessment 1: Online Reflective Spaces

Build Content ▾ Assessments ▾ Tools ▾ Partner Content ▾

**Checklist**

Use this checklist to ensure you have completed everything in this module.

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**Assessment criteria**

Enabled: Review, Statistics Tracking  
Attached Files: Assessment 1 FINAL.pdf (242.871 KB)  
In this section you will find the Assessment criteria for Assessment 1.

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**Step 1: How to use Padlet**

Enabled: Review, Statistics Tracking

A video thumbnail showing a play button in the center of a screen. The screen appears to be a Padlet interface with various elements and text visible in the background.

Please note: this video indicates that a password is required to access the Padlet walls however, a password is no longer required to be used to access the Padlet walls.

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**Step 2: Padlet Wall #1**

Availability: Item is no longer available. It was last available on 11/03/2018 11:59 PM.  
Enabled: Review, Statistics Tracking  
Please click through to make your contribution to the Padlet Wall #1.


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**Step 2: Padlet Wall #2**

Availability: Item is no longer available. It was last available on 18/03/2018 11:59 PM.  
Enabled: Review, Statistics Tracking

# Preparing the students

## Padlet Wall #1

Padlet Wall	1
Week	2
Due	Opens Thursday 8 <sup>th</sup> March 5pm WST (via Blackboard) and closes Sunday 11 <sup>th</sup> March 11:59pm WST
Subject Matter	Section 1 - The Corporation and its stakeholders
Learning Objective(s)	Know what a stakeholder is and who a corporation's market and nonmarket and internal and external stakeholders are.
Question/ Query	<p><b>Prelude:</b> Business corporations have complex relationships with many individuals and organizations in society. The term stakeholder refers to all those that affect, or are affected by, the actions of the firm. An important part of management's role is to identify a firm's relevant stakeholders and understand the nature of their interests, power, and alliances with one another. Building positive and mutually beneficial relationships across organizational boundaries can help enhance a company's reputation and address critical social and ethical challenges. In a world of fast-paced globalization, shifting public expectations and government policies, growing ecological concerns, and new technologies, managers face the difficult challenge of achieving economic results while simultaneously creating value for all of their diverse stakeholders.</p> <p><b>Resources:</b> Refer to the student slides/ recordings for Module 2.</p> <p><b>What is required?</b> A stakeholder to the NEW Optus Stadium is the little old lady who lives in the apartment building next door in Burswood. 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 Optus Stadium, see if you can extend the envelope to get a D or HD for this exercise.</p>
	
Notes	<ul style="list-style-type: none"> <li>• Students must use their student number as the title in their post.</li> <li>• Postings must be concise, (limited to 6 lines of text if text is 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).</li> </ul>

 <p><b>JO 1: Mon 9:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>JO 2: Mon 10:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>JO 3: Tue 8:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>JO 4: Tue 9:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>JO 5: Tue 10:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>JO 6: Thur 12:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>JO 7: Thur 13:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>JO 8: Mon 15:30</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>BU 1</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>ES 1</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>ES 2</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>
 <p><b>ES 3</b> Enabled - Adaptive Release, Statistics Tracking Click on this link to be taken to the Padlet Wall to make your contribution to the wall.</p>

# The process

## Wall #1 Instructions

*A stakeholder to the NEW Optus Stadium is the little old lady who lives in the apartment building next door in Burswood. 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 Optus Stadium, see if you can extend the envelope to get a D or HD for this exercise.*



SBL

## Wall #1 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 text to describe what changes will be made and how these will affect the performance of your clearly stated engineered product.*



ENS

## 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.*

SBL

## Wall #4 Instructions

**Read the full details and requirements on Blackboard.**

*Post a graphic that depicts an everyday engineered product, industrial system or process that interacts with a thermal energy reservoir. Then describe the whether this direct thermal interaction involves heat rejection or heat gain with that thermal energy reservoir (clarify whether the reservoir named is a sink or source).*

ENS

2018: Cumulatively Assessed (weeks 2-6)

# Student posts

padlet

Like +1 - 2/0

**Padlet Wall #3\_JO 6: Thur 12.30**

Module 4 (Week 4) - JD 5: Thur 12.30

**Anonymous** 2/0

The National Basketball Association (NBA) consists of the best basketball players in the world and there are a record number of international NBA players this season. These players are more and more recognisable on a global stage due to the expansion of the game of basketball, this has been done through media and television that is commented in a variety of different languages. This expansion has continued with games played outside of the US in places such as Mexico and London.

**Anonymous** 2/0

Soccer is arguably one of the most globalized sports on the planet. Fans from all over the world will pay to see their teams go head to head with a rival team or even a World Cup game.

**Mikloja** 2/0

Apple has been given the opportunity to connect people from different countries. It's both an example of the globalization of a company and the spreading of technology that contributes to further globalisation.

**Anonymous** 2/0

The apparel company Adidas has benefited from globalization in the 21st century. Adidas was founded in Germany and has expanded around the world you can now find Adidas stores in millions of cities around the world.

**Anonymous** 2/0

Globalization has allowed IKEA to operate with 313 stores located throughout Europe, North America, Asia and Australia. Founded in 1943 by Ingvar Kamprad, the international retailer provides affordable innovative designed furniture and homewares tailored to everyday families. IKEA has remained as the largest furniture retailer in the world, with their ability to embrace societal changes and needs.

**Jazz** 2/0

Globalization has influenced the dispersion of food culture throughout the world. As countries become increasingly connected, food culture is no longer tied down to where it originated from and can spread far and wide. For example, sushi was once an exotic delicacy in Japan and rather expensive, but today sushi bars have become commonplace.

SBL

padlet

Like +1 - 2/0

**Padlet\_Wall\_3(week 4):22.Mar(5pm)-25.Mar(11:59pm,WST)**

Online Reflective Space (2/0pt)

**Refrigerator** is commonly used in the daily life. The throttling valves function are used in the refrigerator. The function is drop of the temperature, and the  $Q_c$ ,  $W$ ,  $\Delta P_c$ ,  $\Delta P_s$  are equal zero.

**Wall #3 Instructions**

Read the full details and requirements on Blackboard.

Post a graphic that depicts an everyday engineered product that operates on an open (steady flow) system principle. Then explain using text the different energy and mass interactions possible ( $Q$ (in/out),  $W$ (in/out),  $W$ (out dot),  $m$ (in/out),  $m$ (out dot),  $N$ (W),  $Q$ (in/W)) and how they will impact the state of the system!

1

For water pump,  $W$ (in dot) is to power the pump,  $m$ (in/out dot) is water flowing in and out of pump,  $h$ (in/out dot) is enthalpy of water flowing in and out.

Diffusers don't have any work or heat transfers, only a change in enthalpy ( $h$ ) and velocity ( $K$ ). The expanded flow at the outlet versus the inlet increases the flow under the car & the downforce pressure.

A fixed toaster electric current flows through a coil and then passes to the thin filaments connected inside the toaster. The steady supply of heat occurs from electricity rapidly cooks the bread.

Considering a residential air conditioning unit, used to its later level out of a room, after a certain amount of time the heat leaving the room is  $Q_c$ (in/out) and  $m$ (in/out) ( $W$ (in)) is required to power the compressor within the system so it can exchange heat from within the room.

**Vehicle Power Steering Pump**

A car power steering pump uses power from the engine  $W$ (in dot) to pump a hydraulic fluid from a reservoir  $M$ (in dot) to a double acting hydraulic

ENS

# Student feedback

*"revise the basics learnt that week within a few minutes"*

*"Classroom connectivity"*

*"Interactive method of reinforcing unit material"*

*"easy way to build engagement, weekly, with unit materials"*

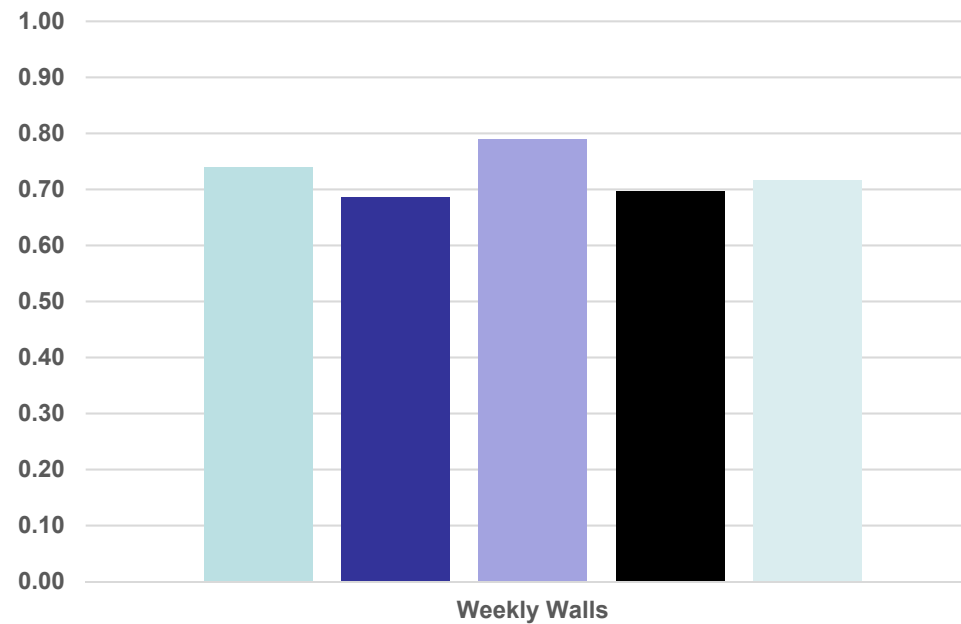
*"Allows for a higher retention rate of the content"*

*"Applying unit concepts to real life"*

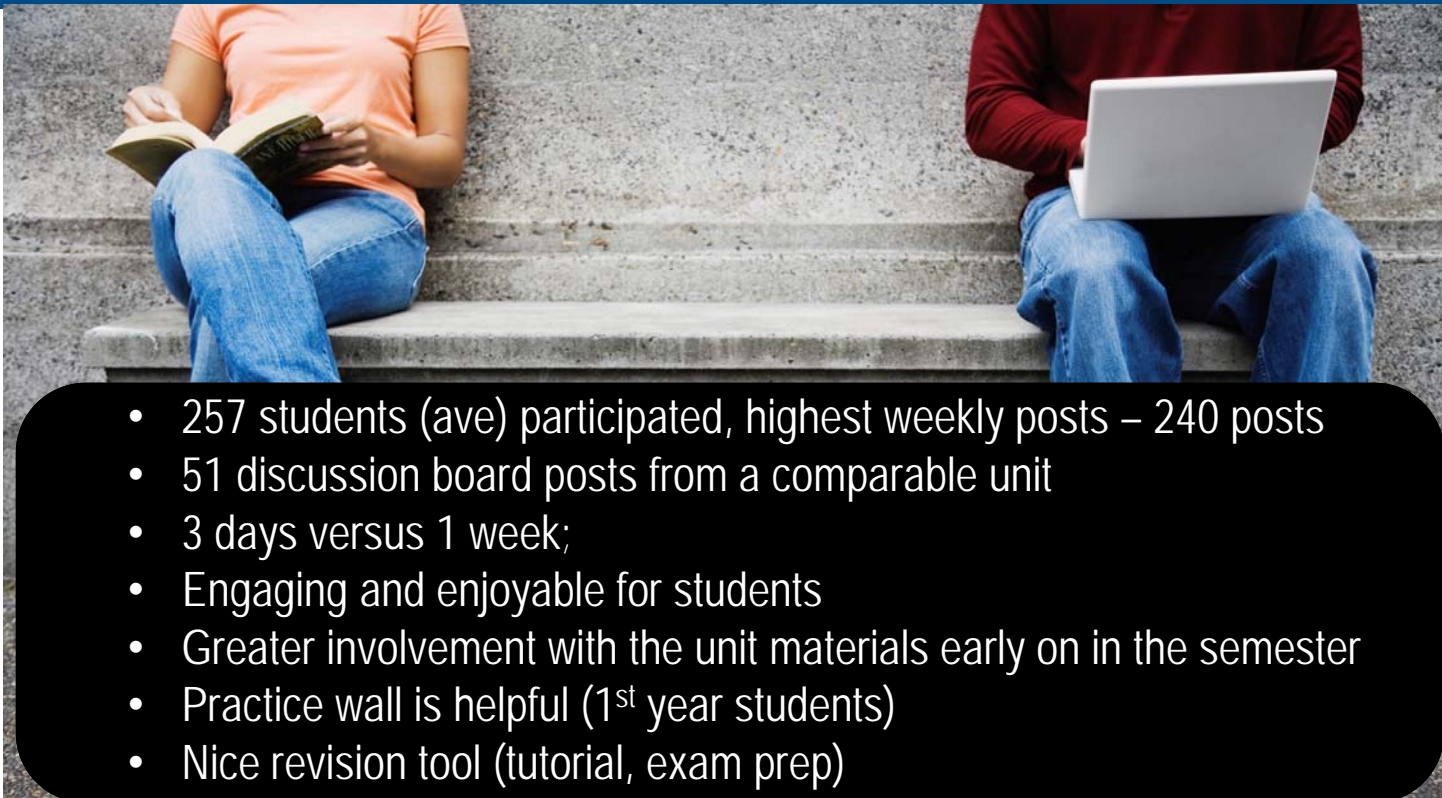
*"see what other students thought/learned and their interpretation"*

*"engaging with the other students"*

# SBL Weekly Wall - Response Rates



## 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 (1<sup>st</sup> 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

# Item 4

## 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](mailto:a.myers@ecu.edu.au)



ECU Library / LibGuides / Library Resources / Technology-Enhanced Learning / Teaching and Learning Apps

## Technology-Enhanced Learning

A resource guide for Technology-Enhanced Learning @ ECU

- [Home](#)
- [Choosing an App](#)
- [Teaching and Learning Apps](#)
- [Subject Specific Apps](#)
- [TEL Research & Publications](#)
- [OERS, MOOCS and TEL Web Resources](#)
- [SLIDE](#)



[Email Me](#)

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Mobile Apps at ECU	ECU Learning Technology Apps	ECU Library Technology Apps	Helpful Student Apps	App collections
	<b>Adobe Connect Mobile</b>	Host, share, collaborate and train from anywhere, anytime, with <b>Adobe Connect Mobile</b> -- bringing nearly all Adobe Connect capabilities to the palm of your hand for true mobility (iOS and Android).		
	<b>BlackBoard App for Students</b>	The <b>Blackboard app</b> is designed especially for students to view content and participate in courses. The current version of the app is available on iOS and Android mobile devices.		
	<b>BlackBoard Grader App</b>	Educators don't have time to waste—we know you do many jobs simultaneously, and are specialists in multitasking. Now, grading student assignment submissions doesn't have to wait: our <b>Bb Grader app</b> lets you do two things at once, anywhere you find yourself.		
	<b>BlackBoard Instructor App</b>	<b>Blackboard Instructor</b> is Blackboard's mobile application that gives instructors a quick and easy way to manage courses, interact with students and view content.		
	<b>Lynda Campus App</b>	<b>Lynda Campus</b> is a comprehensive collection of expert video tutorials and courses that can be viewed at your own pace whilst on campus or at home. Students and Staff have unlimited access to Lynda.com during their time at ECU. Learn anywhere, anytime on any Android device.		

TEL Guide  
 1309 views  
 Side navigation  
 Apps page  
 More resources!  
 Feedback welcome

[Visit www.ecu.au.libguides.com/TEL](http://www.ecu.au.libguides.com/TEL)



Slide  into ECU



Supports learning in the digital environment

42000 page views

4 modules

Great for orientation activity

visit: [www.ecu.au.libguides.com/slide](http://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](http://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

- **Technology Enhanced Learning Guide:** <https://ecu.au.libguides.com/TEL/main>  
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>  
Launched in February 2018 (42108 page views)  
Resource for students in learning with technology, digital literacy, and support services.
- **ECU Library Essentials** <https://ecu.au.libguides.com/library-essentials>  
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.



## ECU Library Essentials

Essential information about ECU Library Services

### ECU Library Essentials

[Locations & Hours](#)

[Your Library Card](#)

[Borrowing](#)

[Workshops, Assignment Labs, Tours & Events](#)

[Library Guides](#)

[Study Spaces](#)

[Curiosity Studio](#)

[Library Collections](#)

[Search and Find Resources](#)

[The Assignment Process](#)

### ECU Library Essentials



Here you will find everything you ever need to know about the library.

- How to use the library
- Study Spaces
- What can I borrow?
- Library Collections
- What the library has to offer
- Library Services

This guide contains information, videos and links to useful resources. You can view the guide in any order by selecting the menu option on the left hand side.

- [ECU Library Homepage](#)
- [ECU Referencing Guide](#)

# Item 5

## 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 10years. 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



School of Engineering  
ENS2257 Microprocessor Systems



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

Respond at [PollEv.com/micros](https://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!

Visual settings /

Activate

Show results

Lock

Clear results



Total Results: 0

Poll Everywhere



# What are you thinking about in class polling now?

Respond at [PollEv.com/micros](https://PollEv.com/micros)

- Visual settings
- Activate
- Show results
- Lock
- Clear results

interactive  
tool **COOL**  
feedback great  
engaging

Total Results: 9

# Item 6

## **Dr Catherine Moore, Co-coordinator BL CLC, CLT**

Open floor discussion and EOI's for the 2<sup>nd</sup> 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 1<sup>st</sup> 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](mailto:y.al-abdeli@ecu.edu.au) or [c.moore@ecu.edu.au](mailto: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:

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