ENABLING EFFECTIVE GROUP WORK
METHODS, TOOLS, OPPORTUNITIES, CHALLENGES

BLENDLED LEARNING COMMUNITY
Sharing and fostering good practice in blended learning across all disciplines for both educational practitioners and developers. The BL Community is collegiate based and coordinated by A/Prof Yasir Al-Abdeli and Dr Catherine Moore at ECU. We welcome members from staff at any Perth based university.
09:45-10:00   Settle-in, Light morning tea
10:00-10:05   Dr Catherine Moore, Co-coordinator Blended Learning Community, CLT

Agenda / theme: Enabling Effective Group Work: methods, tools, challenges, opportunities

**Themed Presentations**

(1) Dr Ruchi Permavattana, Centre for Learning and Teaching, ECU

Why work in groups?

(2) Dr Themelina Paraskeva, School of Engineering, ECU

An early exploration of (Pearson’s) Learning Catalytics: individual and group based assessments

(3) Dr Claire Lambert, School of Business and Law, ECU

A peer-to-peer collaborative approach to Technology Enhanced Learning (TEL)

(4) A/Prof Mike Johnstone, School of Science, ECU

The challenge of providing a cross-discipline authentic assessment experience

(5) Dr Ruchi Permavattana, Centre for Learning and Teaching, ECU

Lessons learned in group / collaborative work from the Professional Certificate in Web Accessibility (PCWA)

(6) Dr Anna Golab, School of Business and Law, ECU

How effective is an ‘effective group work’?

**Other**

(7) Brendan Cuff, Learning Technologies Trainer (Learning Innovation), and Kate Rogers, Senior Educational Technologist (Learning Innovation), CLT, ECU

Developments in Learning Technologies

(8) Dr Catherine Moore, Co-coordinator Blended Learning Community, CLT

Open Floor Discussion and wrap-up

Blended Learning Community
3-12-19

Why work in groups?

Dr Ruchi Permvattana
Centre for Learning and Teaching
Why work in groups?
Advantages

• Increase Output (more ideas to be shared)
• Enhance communication and other professional development skills
• Reliability (show commitment, meet deadlines and be on time)
• Create the opportunity for students of different learning styles to collaborate
• Teach conflict resolution skills
• More resources
Disadvantages

• Conflict
• Unequal participation
• No individual thinking
• Reduced innovation and new ideas
• Time consuming
• Leadership issues
Questions
BL Community

An early exploration of (Pearson’s) Learning Catalytics: individual and group-based assessments.

Dr Themelina PARASKEVA
School of Engineering, ECU
t.paraskeva@ecu.edu.au
JO 5.245/ (08)6304 2442

3 Dec 2019
Learning Catalytics:

It is a “bring your own device” system

Access:
Via Mastering, some MyLab products or directly through Learning Catalytics at www.learningcatalytics.com
Create Module

Give the new module a name, a delivery date, and select a response type.

Name:
The name of the module, as shown to students.

Date
The date is used for sorting modules within the table on the course page (enter as YYYY-MM-DD or click to select date).

Response type

- **Instructor-Led Synchronous**
  Students respond individually to questions as they are delivered one at a time, typically in class or online with an instructor present.

- **Automated Synchronous**
  Students respond individually to questions as they are delivered one at a time in an automated format, typically outside of class.

- **Self-Paced**
  Students respond individually to questions in any order, typically outside of class.

- **Self-Test**
  Students respond individually to questions in any order and receive feedback on each of their responses, typically outside of class.

- **Team-Based Assessment**
  Students respond individually to all questions in the module, and then gather in their groups and respond as a team to the same questions.

Save and Continue
- One Instructure-led synchronous module for each lecture
- Deliver questions one at a time
- Monitor students’ responses in real-time
- Encourages active engagement in the class by having more than one round of responses
Add Questions and Customize Module

The module has been created. Now it's time to customize the module settings and add questions.

Settings
Name*: BL community_3/12/2019
The name of the module, as shown to students.

Date: 2019-11-29
The date is used for sorting modules within the table on the course page (enter as YYYY-MM-DD or click to select date).

Response type: Instructor-Led Synchronous
Students respond individually to questions as they are delivered one at a time, typically in class or online with an instructor present.

Hide sessions for this module from students
If checked, do not show active sessions for this module in the list of active sessions students see when they log on.

Participation weight: Final score - 100% Correctness + 6% Participation
Students receive credit only for correct responses.
Responses in each round receive separate grades. For example, credit-bearing responses on two rounds of a three-point question would result in six points overall.
If the Participation Weight is changed, scores of students of the current round, past rounds, and future rounds will get changed accordingly.

Do not allow students to review their performance on this module
If checked, do not show sessions for this module in the list of older sessions that students can review within Learning Catalytics.

Gradebook transfer:
- Send grade data to MasteringEngineering course (ENS1101_s2_2019)
- Points transfer as credit

Questions

<table>
<thead>
<tr>
<th>Format</th>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
</table>

+ Create a new question  Add a question from the library  Copy or move checked questions

Save and Finish
Add Questions and Customize Module

The module has been created. Now it's time to customize the module settings and add questions.

Settings

Name*
BL community_3/12/2019
The name of the module, as shown to students.

Date
2019-11-29
The date is used for sorting modules within the table on the course page (enter as YYYY-MM-DD or click to select date).

Response type
Instructor-Led Synchronous
○ Change response type
Students respond individually to questions as they are delivered one at a time, typically in class or online with an instructor present.

☐ Hide sessions for this module from students
If checked, do not show active sessions for this module in the list of active sessions students see when they log on.

Participation weight
Final score = 100% Correctness + 0% Participation
Students receive credit only for correct responses.
Responses in each round receive separate grades, for example, credit-bearing responses on two rounds of a three-point question would result in six points overall.
If the Participation Weight is changed, scores of students of the current round, past rounds and future rounds will get changed accordingly.

☐ Do not allow students to view their performance on this module
If checked, do not show sessions for this module in the list of older sessions that students can review within Learning Catalytics.

Gradobook transfer
☐ Send grade data to MasteringEngineering course (ENS1101_s2_2019)
Points transfer as credit

☐ Make the above grade transfer settings the default for all new modules

Questions

<table>
<thead>
<tr>
<th>Format</th>
<th>Question</th>
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</tr>
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</table>

+ Create a new question ○ Add a question from the library ○ Copy or move checked questions

Save and Finish
Add Questions and Customize Module
The module has been created. Now it's time to customize the module settings and add questions.

Settings
Name: BL community 3/12/2019
The name of the module, as shown to students.
Date: 2019-11-29
The date is used for sorting modules within the table on the course page (enter as YYYY-MM-DD or click to select date).
Response type: Instructor-Led Synchronous
Students respond individually to questions as they are delivered one at a time, typically in class or online with an instructor present.
Hide sessions for this module from students
If checked, do not show active sessions for this module in the list of active sessions students see when they log on.
Participation weight: Final score - 100% Correctness + 0% Participation
Students receive credit only for correct responses.
Responses in each round receive separate grades; for example, credit-bearing responses on two rounds of a three-point question would result in six points overall.
If the Participation Weight is changed, scores of students of the current round, past rounds and future rounds will get changed accordingly.
Do not allow students to review their performance on this module
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Gradobook transfer: Send grade data to MasteringEngineering course (ENS1101_s2_2019)
Points transfer as: credit

Questions
Format | Question | Points
--- | --- | ---
Create a new question | Add a question from the library | Copy or move checked questions
Save and Finish
### Questions

<table>
<thead>
<tr>
<th>Format</th>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
<td>1. multiple choice</td>
<td>0</td>
</tr>
<tr>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
<td>2. multiple choice</td>
<td>0</td>
</tr>
<tr>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
<td>3. multiple choice</td>
<td>0</td>
</tr>
<tr>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
<td>4. multiple choice</td>
<td>0</td>
</tr>
<tr>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
<td>5. multiple choice</td>
<td>0</td>
</tr>
<tr>
<td>☑️ ☑️ ☑️ ☑️ ☑️</td>
<td>6. word cloud</td>
<td>0</td>
</tr>
</tbody>
</table>

What is engineering?

+ [Create a new question](#)  ❯ [Add a question from the library](#)

+ [Copy or move checked questions](#)
Monitoring student responses
Using this FBD, you find that $F_{BC} = -500$ N. Member BC must be in __________.

A) Tension  
B) Compression  
C) Cannot be determined

---

**Round 1**

32 responses

- A: 6%
- B: 94%
- C: 0%

---

*live tracking with the reaction graph*
Using this FBD, you find that $F_{BC} = -500$ N. Member BC must be in ________.

A) Tension  
B) Compression  
C) Cannot be determined
The students respond to the questions twice. In the 1st round they work individually. In the 2nd round, they work as a team to answer the questions together. It helps students learn through collaboration by encouraging them to engage with peers and articulate their reasoning to each other.
Add Questions and Customize Module

The module has been created. Now it's time to customize the module settings and add questions.

Settings

Name*
BL community_TeamBased_3/12/2019
The name of the module, as shown to students.

Date
2019-11-29
The date is used for sorting modules within the table on the course page (enter as YYYY-MM-DD or click to select date).

Response type
Team-Based Assessment  
*Change response type
Students respond individually to all questions in the module, and then gather in their groups and respond as a team to the same questions.

Team assignment
- Use the permanent teams from the course
- Let students assign themselves to new teams

Points
In the team round:
- Answering correctly on attempt 1 is worth 4 points
- Answering correctly on attempt 2 is worth 2 points
- Answering correctly on attempt 3 is worth 1 points

(Correct responses in the individual round are worth the maximum number of points.)

+ Allow more attempts  - Allow fewer attempts
Add Questions and Customize Module
The module has been created. Now it's time to customize the module settings and add questions.

Settings
Name*  
BL community_TeamBased_3/12/2019  
The name of the module, as shown to students.

Date  
2019-11-29  
The date is used for sorting modules within the table on the course page (enter as YYYY-MM-DD or click to select date).

Response type
Team-Based Assessment  
Change response type
Students respond individually to all questions in the module, and then gather in their groups and respond as a team to the same questions.

Team assignment
☐ Use the permanent teams from the course
☐ Let students assign themselves to new teams

Points
In the team round:
- Answering correctly on attempt 1 is worth 4 points
- Answering correctly on attempt 2 is worth 2 points
- Answering correctly on attempt 3 is worth 1 point
(Correct responses in the individual round are worth the maximum number of points.)
+ Allow more attempts  - Allow fewer attempts
Add Questions and Customize Module

Team weight

Final score = 40% individual score + 60% team score

Score based solely on individual work
Responses in each round receive separate grades; for example, credit-bearing responses on two rounds of a three-point question would result in six points overall.
If the Participation Weight is changed, scores of students of the current round, past round/s and future round/s will get changed accordingly.

Score based solely on team work

☐ Hide sessions for this module from students
If checked, do not show active sessions for this module in the list of active sessions students see when they log on.

☐ Do not allow students to review their performance on this module
If checked, do not show sessions for this module in the list of older sessions that students can review within Learning Catalytics

Gradebook transfer

☐ Send grade data to MasteringEngineering course (ENS1101_s2_2019)

Points transfer as [credit]

☐ Make the above grade transfer settings the default for all new modules

Questions

<table>
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</thead>
</table>

+ Create a new question  Add a question from the library

Copy or move checked questions
Monitoring students and team responses
The bent rod is supported by a smooth surface at B and by a collar at A.

The collar A is fixed to the rod and is free to slide over the smooth inclined rod.

Take a look at the following FBDs and choose one with the correct reactions at supports A and B.
### Round 1: Individual responses

### Round 2: Team responses

<table>
<thead>
<tr>
<th>Student</th>
<th>Round 1</th>
<th>Round 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>K, Darren</td>
<td><img src="image" alt="Options" /></td>
<td><img src="image" alt="Options" /></td>
</tr>
<tr>
<td>B (0.00 points)</td>
<td><img src="image" alt="Options" /></td>
<td><img src="image" alt="Options" /></td>
</tr>
<tr>
<td>P, Th</td>
<td><img src="image" alt="Options" /></td>
<td><img src="image" alt="Options" /></td>
</tr>
<tr>
<td>B (0.00 points)</td>
<td><img src="image" alt="Options" /></td>
<td><img src="image" alt="Options" /></td>
</tr>
</tbody>
</table>

- **Mark all as correct**
- **Mark all as incorrect**

**names of the teams**
Reviewing session results
You can point to any icon to see results details for that question.

Key for pie-chart icons
- All correct
- All incorrect (or not submitted)
- Proportion of correct & incorrect (or not submitted)
- Proportion of correct & I get it now (originally incorrect, but now understood)
- Smaller pies mean fewer responses
- Not automatically scored (no correct answer)
- Undelivered (part of the module, but not used in this session; no effect on session scoring)
Learning Catalytics:

- Encourages peer to peer learning
- Helps students to be more actively engaged during the lectures/tutorials
- Allows to provide a wide variety of questions- fit in your unit
- Allows to get feedback in real-time: see students’ answers in real-time, and identify misconceptions as they happen
Thank you for your attention!

Q & A

Dr Themelina PARASKEVA
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t.paraskeva@ecu.edu.au
JO 5.245/ (08)6304 2442
A peer-to-peer collaborative approach to Technology Enhanced Learning (TEL)

Blended Learning Community Event – 3rd December 2019

Dr Claire Lambert  
School of Business and Law

Dr Stephanie Godrich  
School of Medical and Health Sciences

Dr Catherine Moore  
Centre for Learning and Teaching
Background

**Issue:**

- Implementation of Technology Enhanced Learning (TEL) varies across ECU.
- Barriers cited, in relation to technology, include:
  - Lack of awareness and understanding of how to identify and use it;
  - How it can support an engaging and effective learning process.

**Result:**

- Missed opportunity for:
  - creativity
  - Collaboration
  - engagement
  - and supporting students to be producers rather than consumers of content!
TEL Toolkit

As part of a T&L 2019 Grant developed...

1. Instructional videos for Padlet and Poll Everywhere
2. Exemplar lesson plans from SBL, SMHS
3. Sample assessment uses

Thank you Christian Ohly, CLT – Senior Learning Designer who reviewed and provided feedback on final toolkit.
Student Examples – Lecture/Tutorial activity

Name a brand that instantly comes to your mind now.

Samuel believes that businesses and society are independent of each other. Is this a true or false statement from Samuel?

- TRUE: 6%
- FALSE: 94%

Instructions
“Tell us something that you have learnt so far in the unit and use a visual to support your learning.”
### What factors affected what you ate for breakfast today?

- Availability - what was in the pantry and shelf to prepare
- Food available at home
- Taste and aesthetic
- Budget
- Personal and cultural
- Previous

### What are some carbohydrate myths you’ve heard?

- Carbohydrates cause weight gain
- Carbohydrates are bad for health
- Carbohydrates convert to fat
- Carbohydrates raise blood sugar
- Carbohydrates are bad for diabetics
- Carbohydrates cause acne
- Carbohydrates are bad for the liver
- Carbohydrates are bad for the heart
- Carbohydrates are bad for the kidneys

**Note:**
- “Habit”
- “Cost”
- “Availability”
TEL Toolkit — Assessment

Assessment Task 1: Online Reflective Spaces

This assignment is designed to allow students to apply the concepts of the unit via a visual image, to reinforce their understanding of the unit materials. In industry, it is expected that students know the content and can apply this learning on a day by day basis to different scenarios. TEL helps students develop this skill.

For this assessment, students each week (starting in Week 3 - Week 6) are required to access the Padlet Wall link on Blackboard and to make a posting(s) to the wall. The posting(s) will be in the form of either a text and/or visual contribution to the discussion for the week. Each posting will involve the student reflecting on their posting on the key concept(s) that was covered in that week's materials for the unit. To be eligible for assessment, student postings must address the relevant concept or query that is specific to the weekly Padlet Wall and in the format required. The activities or queries needed as well as the format will be stated in the Wall instructions for the week. Students are responsible for providing responses within the required timeframe. No extensions to this will be provided.

Reflecting is a form of personal response to experiences, situations, events or new information. It includes identifying assumptions and challenging them by offering new ways of looking at key concepts in our discipline. Reflection involves integrating new knowledge into your existing knowledge framework and adding your thoughts and analysis to what you have read and experienced to illustrate your new understanding of the unit content.

Resources - please refer to the content covered during the respective week's materials e.g., student slides, text-based reading and recordings. The (tentative) schedule of the walls will be as follows and are also provided for clear instruction on Blackboard under each weekly wall.

**Weeks 3 - 5**

- **Lecturer:** Posts visual/multidimensional stimulus about a key concept(s) covered during the weekly unit materials.
- **Students:** Respond with contributions based on instructions. Students' contributions (involved are) cumulatively assessed (weeks 3-4).

Assessment instructions:

Students must log into Blackboard and click on the Assessment link on the left-hand side bar and then select "Assignment 1" where you will locate the Padlet Wall(s) in a chronological order. The Padlet Wall will be made available on the Tuesday of the respective week (e.g., Padlet Wall 1 available Tuesday 14th August) and students will be provided with instructions on how to participate on the wall which will usually involve the student responding with a text and/or visual contribution. Students must post their contribution using their student number as an identifier. This is an individual assignment for which the students must complete their post individually (i.e., not as a team).

*:Please note while Wall 1 will be a practice wall where students need to post their contribution on the following week's tutorial (week 4) their posts will be discussed in class with feedback provided to assist with their future postings.

Wall 2 - 4. Online students will receive feedback online with details provided on how this feedback will be provided closer to Week 3.

**Value:** 10% of the unit

**Format:** The Wall will involve students posting either a text/visual contribution in response to the questions/prompt provided by the Lecturer for them to follow each week.

**Due date & time:**

- **Wall 1:** Tuesday 14th August (via Blackboard) until Sunday 19th August
- **Wall 2:** Tuesday 21st August (via Blackboard) until Sunday 26th August
- **Wall 3:** Tuesday 28th August (via Blackboard) until Sunday 2nd September
- **Wall 4:** Tuesday 4th September (via Blackboard) until Sunday 9th September

**Time:** The Walls will be available for students to make their weekly posting(s) from 3PM on the Tuesday of the week until Sunday 3:00 PM WST of that same week.

All students must complete their posting within the specified duration for each Wall. Failure to do so will result in the student forfeiting the allocated marks for that specific wall. Marks will not be released for this assessment until 1 week after the closure of Wall 4 (i.e., Sunday 10th September).

**Unit learning outcomes:**

This assessment will assess the following unit learning outcomes:

1. Analyse the general business environment including the political, economic, social, technological, environmental and legal aspects that impact on a business.
2. Explain the steps involved in analysing an existing business’s strengths/weaknesses, opportunities/threats and competitor analysis.

**Course learning outcomes:**

CLO 1: Apply broad and coherent knowledge to a range of business situations, incorporating international/global/cultural perspectives.

*Note: Select units use CAADIUS academic integrity software in addition to Turnitin.

**PREPARATION AND RESOURCES**

Before starting this assignment, you should familiarise yourself with the weekly Module material (week 3-4) which is the focus of this assessment on the Blackboard site for this unit.

**MARKING CRITERIA**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>High Distinction</th>
<th>Distinction</th>
<th>Credit</th>
<th>Pass</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality</td>
<td>80 to 100%</td>
<td>70 to 79.99%</td>
<td>60 to 59.99%</td>
<td>50 to 59.99%</td>
<td>0 to 49.99%</td>
</tr>
<tr>
<td>Connections</td>
<td>90 to 100%</td>
<td>80 to 89.99%</td>
<td>70 to 79.99%</td>
<td>60 to 59.99%</td>
<td>0 to 49.99%</td>
</tr>
<tr>
<td>Distinctive</td>
<td>80 to 100%</td>
<td>70 to 79.99%</td>
<td>60 to 59.99%</td>
<td>50 to 59.99%</td>
<td>0 to 49.99%</td>
</tr>
<tr>
<td>Provenance</td>
<td>80 to 100%</td>
<td>70 to 79.99%</td>
<td>60 to 59.99%</td>
<td>50 to 59.99%</td>
<td>0 to 49.99%</td>
</tr>
</tbody>
</table>

**FEEDBACK**

Wall 1 is a practice wall and students will receive feedback on their Wall contribution in their allocated tutorial for Week 4. Online students will receive feedback online with details provided on how this feedback will be provided closer to Week 3. Overall feedback for the assessment item will be available via Blackboard/My Grades by Sunday 10th September.
Edith Cowan University
School of Business and Law, School of Medical & Health Sciences and Centre for Learning & Teaching

Student Examples - Assessment

Wall #2 Instructions
Include an image of a product that addresses a social/cultural issue relevant to today's Australian marketplace and include a textual explanation to support your visual. For example:

In Australia, paper coffee cups and plastic straws are used widely, yet many end up in landfill, causing pollution. The BiO Coffee Cup is a product that addresses this concern about the impact of disposable, single-use coffee cups on the environment.

Image source: [https://www.biocoffeecup.com/](https://www.biocoffeecup.com/)
Feedback on the toolkit...

- Currently:
  - Pilot testing with Unit Coordinators
  - Pre/post Qualtrics surveys
  - Anecdotal evidence...
Your help...

• Please share any software/apps
  – Seeking online student learning apps for engagement.
Thank you... please post your questions

Go to https://padlet.com/c_lambert2/blended to post your question
Lessons learned in group / collaborative work from the Professional Certificate in Web Accessibility (PCWA)

Dr Ruchi Permvattana
Centre for Learning and Teaching
The Professional Certificate in Web Accessibility (PCWA)

PCWA is the only university-accredited course of its type in Australia.

http://centreforinclusivedesign.org.au/services/pcwa/
Lessons learned:

- Pool knowledge and skills
- Share diverse perspectives
- Suggest roles and responsibilities
- Find technology that works for everyone (Assistive Technology)
- Observe my students (a lot of chemistry)
Questions
HOW EFFECTIVE IS AN 'EFFECTIVE GROUP WORK'?

Dr Anna Golab
School of Business and Law, ECU
Bloom's Taxonomy + Blended Learning

Bloom’s taxonomy is a classification system used to define and distinguish different levels of human cognition i.e., thinking, learning, and understanding.

A style of education in which students learn via electronic and online media as well as traditional face-to-face teaching.
“Learning and working effectively as part of a team or group is an extremely important skill, and one that you will refine and use throughout your working life. Group projects should be among the most valuable and rewarding learning experiences. For many students, however, they are also among the most frustrating.”
# Active vs Passive Learning

## People generally remember...

<table>
<thead>
<tr>
<th>Active Learning</th>
<th>Passive Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>90% of what they do</td>
<td>10% of what they read</td>
</tr>
<tr>
<td>Perform a presentation - &quot;do the real thing&quot;</td>
<td>Read</td>
</tr>
<tr>
<td>Simulate, model or experience</td>
<td></td>
</tr>
<tr>
<td>Collaborative activities</td>
<td></td>
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<tr>
<td>Participate in class/workshop</td>
<td></td>
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<tr>
<td>Watch a demonstration</td>
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<tr>
<td>Attend exhibits</td>
<td></td>
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<tr>
<td>Watch video</td>
<td>20% of what they hear</td>
</tr>
<tr>
<td>View diagrams</td>
<td></td>
</tr>
<tr>
<td>Hear</td>
<td>30% of what they see</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>50% of what they see and hear</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70% of what they say and write</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>90% of what they do</td>
</tr>
</tbody>
</table>

## People are able to...

- Analyse
- Define
- Create
- Evaluate
- Demonstrate
- Apply
- Practice
- Define
- List
- Describe
- Explain
Research Study Project: Effective Teaching

- Team Work: 59%
- Treat fairly, Connect with everyone in class individually, Welcome all questions
- Support and guidance: 4.5%
- Fun and humor: 5.5%
Research Study Project: Effective Teaching

- Team Work: 59%
- Treat fairly, Connect with everyone in class individually, Welcome all questions

- Support and Guidance: 4.5%
- Fun and Humor: 5.5%
PERMA

Skills of Achievement
Skills of Well-Being

Positive Education
Together everyone achieves more.
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 BL C

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

Co-coordinators, BL C

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

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