DREAMING BIG!

Welcome to the second edition uImagine news. Since our first edition in May the uImagine team has visited most campuses of the university as part of our Conversations about Online Learning roadshow as well as hosting a highly successful Think Tank on online teacher staffing, training and support. In this edition we report on these activities and also announce upcoming events including the International Council for Open and Distance Education (ICDE) President’s summit in 2016. This edition also highlights the 28 pilots of the Online Learning Model currently being developed as well as looking more closely at two subjects in which the model has been central to the learning design. We also report on the awarding of seven uImagine grants in addition to the five announced previously along with the creation of the Scholarship in Online Learning Group. Welcome again and we hope you enjoy reading about the exciting online learning and teaching activities going on at CSU.

Professor Barney Dalgarno
Co-Director
Institutional Engagement

Professor Don Olcott, Jr.
Co-Director
Partnerships & Outreach

COMING EVENTS
CSUed
Think Tank
Scholarship in Online Learning Group

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Alternative Staffing Approaches for Scalable DE

ulmagine hosted an Open Dialogue for Heads of School and Course Directors followed by a Think Tank for senior managers and executive leadership on **Alternative Staffing Approaches for Scalable Distance Education** on 15 September 2015 in Bathurst.

The purpose of this event was to draw upon the global expertise of other open and distance learning universities who employ different staffing approaches for online learning. The experts represented four global institutional leaders in Open and Distance Learning (ODL) – Professor Belinda Tynan, Open University (UK); Dr. Valerie Peachey, Thompson Rivers University (Canada); Professor Albert Sangra, Universitat Oberta de Catalunya (Spain); and an Australian consultant, Dr. Michael Crock, who had extensive previous leadership experience working with Open Universities Australia and other Australian universities.

The key documents from the Think Tank, including case studies and the presentations from our global experts, are available from the ulmagine website at [http://uimag.in/altstaff](http://uimag.in/altstaff).

The discussions amongst CSU academic staff highlighted a few key issues that were raised in both the Open Dialogue and the Think Tank:

» The training, professional development and support of CSU sessional/casual staff for online learning.

» The possible need for a single organisational entity responsible for academic staff training (sessionals and continuing staff).

» Compensation for sessional staff training (financial or other incentives such as higher starting pay, etc.).

» Ensuring that continuing staff play a key role in the training, professional development, and support of sessional staff.

» The context of current Enterprise agreements and the process and protocols for addressing these issues in existing and future agreements.

» The need for a widely representative working-party or task force to address the range of critical staffing issues in support of online learning.

The complexity of issues in concert with existing Enterprise agreements accentuates the importance of having the broadest deliberations and discussions with CSU academic staff, particularly Heads of School and Course Directors. It is anticipated that a formal working party or Task Force will be established to address the issues identified.

*Bottom photo from left: Lindy Croft-Piggin, Valerie Peachey, Toni Downes, Michael Crock, Don Olcott, Albert Sangra, Barney Dalgarno & Sandra Wills*
CSU to host ICDE Presidents’ Summit

The 2016 International Council for Open and Distance Education (ICDE) Presidents’ Summit will be held in Australia and hosted by CSU. Professor Andy Vann closed this year’s ICDE Summit with a personal invitation to attend the 2016 meeting scheduled for November 9-12 in Sydney.

The ICDE World Conference was this year held in Sun City, South Africa. CSU was represented at the Conference by Vice Chancellor Professor Andy Vann, Professor Don Olcott, Jr., Co-Director of uImagine and Head of Campus-Virtual, and Professor Philip Uys, Director of Learning Technologies.

ulimagine’s Don Olcott, the 2013 recipient of ICDE’s Individual Prize for Excellence in global contributions and leadership in open and distance learning, will chair the planning and programming committee for the 2016 Presidents’ Summit. His paper at the 2015 conference explored current issues in leadership in open and distance learning.

Professor Uys also presented a paper at this year’s summit exploring the use of the LASO model to review a learning management system implementation to enhance distance e-learning. In addition to this conference, Professor Uys represented CSU at the global meetings of OERu, a consortium of leading universities engaged in open education.

CSU is now an institutional member of The International Council for Open and Distance Education. For more information about ICDE and the 2016 Presidents’ Summit, please contact Professor Don Olcott, Jr.

Beginning the Conversation

During May, June and July the ulimagine team took to the road to discuss CSU’s strategic directions in online learning with academic staff, educational designers and educational support staff.

The 16 Conversations about Online Learning workshops which were held on 7 campuses, as well as online, were attended by around 150 staff. Workshops included an introduction to the ulimagine team, a discussion about the CSU, national and international online learning climate, and discussions about the key drivers for change in the way we design and deliver online learning experiences for students.

The workshops also provided an opportunity to discuss the new CSU Online Learning Model and the kinds of teaching approaches and strategies aligned to the model which might help support student online learning in specific disciplines at CSU. Outcomes from a ‘post it note’ and ‘virtual post it note’ activity provided leads for faculty teams in identifying subjects for the pilots of the Online Learning Model to be implemented in 2016 (see page 6 & 7).
A Snapshot of Our Work

ulimagine has been going full-steam throughout 2015. The team has been involved in developing a number of key strategic documents, developing new strategic initiatives and collaborating with many areas of CSU to improve online learning. In addition to this work we’ve also been engaged with external parties and partners to share our knowledge and experience with online and distance education.

Enhancing Accessibility & Usability of Online Subjects
ulimagine has initiated a project to more closely examine accessibility for students with a disability or special needs that will be lead by Dr Lindy Croft-Piggin and Dr Rachel Dryer from the School of Psychology. The project aims to create an exemplar Interact2 subject site to inform practice on integrating web accessibility/usability principles in CSU’s online subjects. Web resources for both staff and students and professional development workshops for staff will also be developed to enhance our provision of support for students with diverse hearing, movement, sight and cognitive abilities.

The Digital Learning Research Network
In October Tim Klapdor made his way to the heart of Silicon Valley, Stanford University, to attend the The Digital Learning Research Network Conference. With the theme Making Sense of Higher Education: Networks and Change the conference set about discussing some of the big issues facing online higher education. Tim was one of four Australians who attended, including Federation University’s DVC Marcia Devlin who delivered one of the keynotes, and presented on some of the implications of current technologies and alternative architectures. Slides & video of his presentation are available at http://uimag.in/1kLr2cW

Innovate & Educate: Blackboard Conference
In August Blackboard hosted their annual Teaching and Learning Conference in Adelaide. The conference included a Developer Workshop that demonstrated many of the new and planned features of the Blackboard system. The presentations throughout the event explored the implementation, support and learning design implications of the Blackboard system, with many institutions demonstrating how they are using the technology to deliver, enhance and improve their students learning. The conference was attended by a contingent of CSU staff including Philip Uys, Jonathon Wykes, Matthew Anstey, Jason Hambly, David Ward and James Sloane. Slides & presentation from the conference are available at http://uimag.in/bbANZ2015

Workshop for Editors of Educational Technology and Open & Distance Journals
In June, of this year Barney Dalgarno and Don Olcott attended an international journal editors workshop in Barcelona, Spain. Barney attended as a Lead Editor of the Australasian Journal of Educational Technology, and Don as an invited Senior Academic Advisor. The one day workshop, scheduled ahead of the European Distance Education Network (EDEN) conference in Barcelona included a closed session for journal editors and an open session for members of the public. The workshop was co-chaired by Josep Maria Duart and Rosalind James of RUSC, Universities and Knowledge Society Journal.

Research & Scholarship
Our research assistant James Purkis has been working across a number of projects for ulimagine. These include compiling literature on relevant topics to expand our understanding of online learning, in particular relating to attrition and engagement. James has been focused on developing a strong literature base for the Online Learning model as well as examining the impact of moving to online for both institutions and their faculty members.
No Boundaries – No Limits! The CSU Virtual Campus

Congratulations to Don Olcott on his appointment to the role of CSU Head of Campus, Virtual! Don's vision for a Virtual Campus is one that includes staff and students and is underpinned by the principles of engagement, inclusiveness, openness and community. He sees it as an integral part of our CSU organisational culture that leverages new connections, new opportunities, and new ways of conceptualising our human potential. The CSU Virtual Campus is interwoven across and within the physical campuses and provides an important foundation for the intellectual, social, emotional, and spiritual welfare of all members of the CSU community. The composite learning space making up the Virtual Campus, comprised of unlimited physical and virtual learning sites, is a unique element of our institutional service footprint. Don observed that:

“The reality (no, not virtual reality) is that all of our students complete various parts of their subjects in the virtual space – meaning online and through digital technologies. The Virtual Campus needs to be a value-added resource for all of our students and staff while recognising that nearly 70% of CSU students are studying at a distance.”

Don plans to work with the Virtual Campus Development Committee initiated by Phil Hider to promote dialogue and analysis towards a formal vision and role for the Virtual Campus. If you would like to share your ideas for the CSU Virtual Campus, students and staff can email Don at dolcott@csu.edu.au

Epigeum Blended Learning Course Development

Barney Dalgarno accepted an invitation to participate as a peer reviewer during the development of a course on Blended Learning under development by Epigeum in the UK. The course is being developed in collaboration with a number of European, North American and Australian universities, under the overall leadership of Professor Mark Brown of the National Institute of Digital Learning in Ireland. Barney’s involvement has included attendance at three days of workshops with course leaders, writers, peer reviewers, and university stakeholders in London, as well as regular feedback on the course during development.

Learning Technology Innovation Workshop

In May, Tim Klapdor and Barney Dalgarno of uImagine, in partnership with the Division of Information Technology and the Learning Technology Unit in the Division of Student Learning, hosted a workshop exploring learning technology architectures to support learning and teaching innovation. The workshop, attended by 24 academic, educational design and information technology support staff, provided a forum for sharing of innovative practice and discussion of ways in which learning and teaching technology innovation can be fostered at CSU. More details at http://uimag.in/LTiworkshop

Contributions to the Think Again campaign

In September the Division of Marketing launched the Think Again campaign promoting CSU Online. Barney Dalgarno and Don Olcott contributed to this project during brainstorming to help describe the unique elements of the CSU online student experience, provided feedback on draft online marketing information, and gave media interviews to support online newsletter opinion pieces in support of the campaign. Check out the excellent videos here: http://uimag.in/CSUonline
Pilots of the Online Learning Model

As part of the CSU Curriculum Learning and Teaching Sub Plan uImagine has been working with learning and teaching leaders within faculties to identify subjects within which to pilot the elements of the model in 2015 or 2016 session. The goals of the pilot implementation of the model are to evaluate and refine the model, derive design and implementation guidelines, provide an evidence base to support at scale implementation, and develop an online showcase to underpin future professional development.

Educational Designers Gerard Bourke, Bec Acheson, Kerri Hicks, Stewart McKinney and William Adlong, under the leadership of Lindy Croft-Piggin, have been assigned to each of the elements of the model to provide support to subject teams and to provide scholarly and practical leadership throughout the university in relation to their allocated elements of the model. The following table summarises the elements of the model and the focus of each of the pilot subjects:

<table>
<thead>
<tr>
<th>Interactive Resources</th>
<th>Element Lead: Bec Acheson</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIT211 Viticultural Science</td>
<td>SC: CHRISS STEELE ED: JOY PEDD</td>
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<tr>
<td>Development of rich media resources illustrating viticulture practice to support experiential engagement in authentic learning activities.</td>
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<tr>
<td>FIN230 Financial Institutions and Markets</td>
<td>SC: JULIA LYNCH ED: NICOLE MITCHELL</td>
</tr>
<tr>
<td>Interactive learning resources providing experiential engagement with ideas in the context of a learning design focused on the nature and operation of financial institutions and systems.</td>
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<tr>
<td>INF404 Foundations of Information Studies</td>
<td>SC: MARY CARROLL ED: RACHEL CREASE</td>
</tr>
<tr>
<td>Interactive learning resources providing engagement with content in the context of inquiry based learning through a blog activity providing interaction with student peers.</td>
<td></td>
</tr>
<tr>
<td>HCS300 Social Work Theory &amp; Practice 3</td>
<td>SC: ISOBEL (RUTH) BAILEY ED: CHELSEA KOWAC</td>
</tr>
<tr>
<td>Learning resources to promote authentic collaboration and interactivity between students in a large cohort subject.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>E-Assessment</th>
<th>Element Lead: Gerard Bourke</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIP202 Research for Health Practice</td>
<td>SC: KYLIE MURPHY ED: NATHAN MILES</td>
</tr>
<tr>
<td>An authentic scenario based e-assessment experience resembling allied health professional evidence-based practice using research and statistics.</td>
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<tr>
<td>IT Masters subjects</td>
<td>SC: MARTIN HALE</td>
</tr>
<tr>
<td>Flexible and authentic assessment tasks utilising the affordances of digital media and/or mobile devices.</td>
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<tr>
<td>EED308 Adolescence and Learning</td>
<td>SC: GERALD WURF ED: ROSE WHITTINGHAM</td>
</tr>
<tr>
<td>Innovative technical and educational design approaches for online asynchronous debates.</td>
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</tr>
<tr>
<td>PSY305 Psychology of Personality</td>
<td>SC: ROBERT BUCKINGHAM ED: BEC ACHESON</td>
</tr>
<tr>
<td>Peer feedback within e-assessment and incorporation of new assessment and feedback strategies using Norfolk and Test Centre.</td>
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</tbody>
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<tr>
<th>Personalised Support</th>
<th>Element Lead: Stewart McKinney</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSC102 Botany</td>
<td>SCS: DR GEOFF BURROWS &amp; DR JOHN HARPER ED: KERRY HICKS</td>
</tr>
<tr>
<td>Using analytics to establish correlation between Interact2 usage and grades, to inform the provision of personalised support.</td>
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<tr>
<td>ITC105 Communication &amp; Info Management</td>
<td>SC: ANTHONY CHAN ED: MICHELLE WILKINSON</td>
</tr>
<tr>
<td>Redesigning a reflective journal assessment using analytics and adaptive release to support students’ strategies for avoiding plagiarism.</td>
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<tr>
<td>ESS440 Teaching and Learning in the Differentiated Classroom</td>
<td>SC: LUCIE ZUNDANS-FRASER ED: MELISSA JACKMAN</td>
</tr>
<tr>
<td>Modularisation and differentiation of content towards adaptive and personalised learning pathways.</td>
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</tr>
<tr>
<td>JRN205 Research and Data Journalism</td>
<td>SC: SANDRA PARKER ED: LYNN FLYNN</td>
</tr>
<tr>
<td>Revisions to content and learning design towards a personalised approach drawing on learning analytics.</td>
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</tr>
</tbody>
</table>

Educational Design Team: Gerard Bourke, Bec Acheson, Kerri Hicks, Stewart McKinney & William Adlong
Small Group Support

IKC 101 Indigenous Australian Cultures, Histories and Contemporary Realities
SC: KIRSTEN LOCKE
ED: SANDRA STEWART
A student focused group facilitation structure informed by indigenous understandings of connection and contemporary online learning communities.

MGT100 Organisations and Management
SC: WENDY WEBBER
ED: BETSY LYON
Online study groups extending synchronous and asynchronous support and enabling face to face meetings through grouping by geographic location.

CLS 410 Major Incident Management
SC: LYLE BREWSTER
ED: MARYANNE MOZER
Problem based or ‘scenario’ based learning, improving the student experience through authentic activities.

PPP100 Workforce Essentials
SC: AMANDA DAVIES
ED: NICOLE THURBON
Small group strategies within a very large cohort pre-admission policing subject to improve social interaction and engagement.

Element Lead: Gerard Bourke

Interaction Between Students

NRS311 Life Stage Considerations: Child, Adolescent and Family Health
SC: CATHY MAGINNIS
ED: MARYANNE MOZER
Authentic collaboration to improve the student experience of assessment tasks capitalising on the affordances of i2 and other online technologies.

ACC100 Accounting 1
SC: LIZ O'DONNELL
ED: NICOLE MITCHELL
Collaborative online learning activities using the concept of a ‘learning commons’ towards revision and elaboration on content and online connection to peers.

Element Lead: Gerard Bourke

EML441 Curriculum Method 1: English
SC: PAUL GROVER
ED: KATH DALTON
Collaboration between students enrolled across campuses and online using technologies such as google hangouts for synchronous, asynchronous, and blended learning scenarios.

THL501 Guided Research
SC: JANE FOULCHER
ED: KELLIE SMYTH
Interaction strategies to decrease students’ sense of isolation whilst completing postgraduate research.

Interaction with Workplaces

MID443 Midwifery Practice
SC: SALLY DE-VITRY
SMITH
ED: MILENA DUNN
Improving the links between CSU, work facilitators and students using the affordances of online technologies.

HRM528 Strategic Human Resource Management
SC: CHRYS GUNASEKARA
ED: MICHELLE WILKINSON
Increasing the interaction between student workplace knowledge and the learning space.

Element Lead: Kerri Hicks

WORKPLACES

EML436 The Multimodal Writing Process
SC: NOELLA MACKENZIE
ED: KATH DALTON
Bridging the gap between diverse sites of learning and sites of professional practice through student created artefacts building on workplace experience and supporting future practice.

GER401 Choices and Options in Later Life
SC: ROBIN HARVEY
ED: CHELSEA KOVACS
Preparing for practice and harnessing workplace knowledge in the learning space to improve student engagement.

Element Lead: William Adliong

Teacher Presence

SCI103 Communicating Environmental Data
SC: ANA HORTA
EDS: MICHELLE WILKINSON & BARB CONLAN
Bolstering the relationship between online teachers and students in order to engage students into spatial sciences and GIS, and increase their awareness of the wider application of the knowledge area.

FINS16 Corporate Finance
SC: RUBINA KARIM
EDS: MICHELLE WILKINSON & BARB CONLAN
Teacher presence through moderating concepts using short vodcasts within each topic to reduce student cognitive load.

EMR441 Curriculum Method 1: Health & Physical Education and Outdoor Education
SC: DEB CLARKE
ED: MELISSA JACKMAN
Vodcasts, podcasts, and screencasts to strengthen student sense in which their learning is facilitated by a skilled and caring teacher.

SWK414 International Social Development Plans
SC: MANOHAR PAWAR
ED: CHELSEA KOVACS
Emphasise the role of the teacher as designer and curator of learning content, through an introductory subject video and smaller topical videos linking to current world developments.
Utilising the Online Learning Model

One of the key components of the CSU Distance Education Strategy is the articulation of an Online Learning & Teaching Model. Since it was developed the Model has been incorporated into the subject Designing for Blended Learning in Higher Education, that is part of the Graduate Certificate in Learning and Teaching in Higher Education undertaken by Academic staff across the university. It has also been used to underpin the design of the new Introduction to Learning Online subject for Study Link which every commencing student will be enrolled in next year.

Supporting Academics in Designing for Engagement

This article discusses how the Online Learning Model and the categories of engagement which underpin it have been successfully utilised by the Learning Academy’s Carolyn Woodley within CSU’s Graduate Certificate in Learning and Teaching in Higher Education.

This year the Division of Student Learning’s Learning Academy took responsibility for delivering CSU’s Graduate Certificate in Learning and Teaching in Higher Education rolled out to our Academic staff. As part of the ongoing development of the course the team leveraged the engagement types and online learning model detailed in CSU’s Destination 2020 Road Map to develop a subject in the course. The subject Designing for Blended Learning in Higher Education uses these concepts to promote engagement and connectedness as key ideas in technology enhanced teaching.

The subject uses the road map’s five types of engagement (Learner-teacher; Learner-learner; Learner-content; Learning-workplace/community engagement; and Learner-institution) and the seven elements of Online Learning and Teaching as triggers for academic teaching staff to audit and reflect on their current practices. These criteria act as highly practical pegs from which to hang the learning and teaching activities.

One assessment task asked the academics taking the subject to identify an Open Educational Resource (OER) that could increase student engagement and connectedness through any of the 5 interactive elements of student engagement. The task then asked the academics to discuss and present learning and teaching activities to increase student engagement and connectedness using the seven elements of the Online Learning Model with references to professional needs and learning theories.

The completed assessment tasks show how effective the Online Learning Model can be to the learning design process and how it might provide a pattern and a structure to a learning experience. The focus on effective teaching approaches that are known to engage and connect students – with each other, with ideas, with teaching and support staff and with professional networks – is useful and timely. The seven elements of CSU’s Learning and Teaching Model have been shown to be both practical and sensible and able to be operationalised by academic teaching staff who are not from educational backgrounds. Students in the subject also found the model confirms the good teaching they were already doing and assists in defining what else they might include to enhance their students’ opportunities for of a rich and connected learning experience. A paper detailing this work will be presented at the 2015 ASCILITE conference in Perth in December.

Preparing Students for Connected Learning Online

The Online Learning Model emphasises the value of student engagement and connectedness, but in a subject with hundreds, or indeed thousands of students this may seem impossible. The uImagine team were faced with this challenge when designing and developing the new CSU subject Introduction to Learning Online in collaboration with the Study Link team within the Office for Students.
All new CSU students from 2016 will be automatically enrolled in this subject, which introduces them to Interact2 and online learning more broadly. It must cater for thousands of students, who may engage with the subject at any time within a 12 month window leading up to and including their first year of study. Importantly the subject must provide students with an experience of discussion forums, announcements, blogs, online meetings and EASTS with a manageable commitment from teaching staff. To meet this challenge the design and development of the subject utilised a number of the elements from the Online Learning Model to ensure the subject would maximise engagement while at the same time efficiently utilise staff time and resources.

A sense of teacher presence was developed through the use of a conversational tone in the module text and video introductions to each module. A central discussion forum will be monitored by a subject coordinator to provide support and direct students to CSU's specialised support teams to ensure prompt troubleshooting. Separate discussion forums and blogs have been created for each month so that students undertaking the subject in the same time period will be able to engage together as a group. A small team of support staff will monitor each month's postings effectively dividing the cohort into manageable groups supported by a teacher presence. Assessing the students' discussion and blog activities for grading purposes is enabled by using the inbuilt assessment features in Blackboard.

Synchronous engagement through Adobe Connect online meetings will provide an opportunity for students to connect with an instructor in a more immediate way as well as becoming more familiar with the technology. Students will also be provided with guidance on planning their study and participating in an online learning community. Although completion is not compulsory, students will be encouraged to engage with the subject as a way to boost their confidence before their study formally commences. The subject is non-credit bearing, will take approximately 11 hours to complete and will remain available to students throughout their first year of study at CSU.

Synergies Between the PBE & Online Learning Models

Learning for life and work, a core goal expressed in CSU's curriculum learning and teaching framework, is underpinned by two broad pedagogical model: the Professional and Practice-Based Education and Online Learning models. Narelle Patton from EFPI (the Education For Practice Institute) and Lindy Croft-Piggin from uImagine met together in Sydney recently to document the ways the models align and compliment each other. The aim is to blend the strengths of practice-based education and online learning in order to harness the opportunities offered by contemporary social and information connectivity to prepare students for the complex and dynamic nature of contemporary occupational and professional work.

The Professional and Practice-Based Education Model focuses on enhancing student education for a profession or occupation. This is an important focus because it promotes our students' capacity and willingness to contribute to their local and global worlds as global citizens. This model incorporates a set of practice-based education pedagogies or learning and teaching strategies that contain dimensions of purpose and action.

The Online Learning model focus on enhancing student engagement and connectedness. This is an important focus because of its link to learning and teaching quality, consistency, retention and overall satisfaction. This model incorporates a set of elements known for increasing learner engagement.

Ensuring these models work together in terms of purpose, action and student engagement and connectedness will open powerful opportunities for CSU to re-imagine learning design, learning spaces, learning resources and curriculum that will develop the leaders of tomorrow.
u!magine Innovation Grants

In addition to the five successful grant recipients announced in our last newsletter uImagine is pleased to announce the awarding of an additional seven innovation in online learning grants. The following three individual and four faculty Innovation grants have been awarded:

DE Transition Support for ADAVE Students
This project proposes a modularisation of online delivery and assessment in order to meet the transition needs of ADAVE students, including the development of multi-modal interactive tasks to develop specific micro-skills.
PROJECT TEAM: WENDY DELUCA, PETER BUTLER, DENISE WINKLER, HELEN SOUTH

Development of educational app "withClarity"
This project will develop a video feedback application, which will allow for capture and annotation to assist in debriefing students and skills based assessments. The proposed app "withClarity" will be a purpose built application for use on tablets and smartphones.
PROJECT TEAM: JUDY DOULMAN, ALEX MACQUARRIE, TIM Klapdor

From Studio to Cloud: A multi-disciplinary, multi-campus and multi-modal approach to professional studio teaching
This project situates a number of small-scale, high-impact investigations within a specific research/practice nexus to generate innovative and best-practice methodologies for multi-disciplinary, multi-campus and multimodal approaches to studio teaching.
PROJECT TEAM: CHRISTOPHER ORCHARD, PATRICK MCNAMARA, MICHAEL MEHMET, CHIKA ANYANWU

Faculty of Business: Building work readiness in the Faculty of Business using online role play, games and simulations
This project will assist Faculty of Business course/subject teams to enhance students' workplace readiness through integrating both low-tech and high-tech strategies from the 'simulation triad' (Wills, 2012) online role play, games and simulations.
PROJECT TEAM: CAROLE HUNTER, CHRYS GUNASAKERA, MIRIAM EDWARDS, ROD DUNCAN, ALISSA BRABIN, ARIF KHAN, KATH HERBERT, DEB MURDOCH, RICK PARMENTER

Faculty of Arts: Online Classroom
Online Classroom is an online learning environment designed to significantly extend the capabilities of Blackboard. Features to be developed during this project include adaptive multiple choice/formative learning task functionality, guided diachronic discussion, and synchronic digital classroom capabilities.
PROJECT TEAM: WYLIE BRECKENRIDGE, MORGAN LUCK, ADRIAN BUNN

Faculty of Education: Technology for Online Interactive Learning (TFOIL) mobile application
The development and implementation of the TFOIL mobile application is aimed at assisting lecturers and other teaching personnel to select a technology for a particular learning purpose. The application is linked to a learning theory framework (Smith, 2015), with components information, interaction, reflection and assessment.
PROJECT TEAM: DAVID SMITH, KATHRYN DALTON, RYUN FELL

Faculty of Science: Teachers as learners: Developing a best practice model in the training and support of educators in the online environment.
This project seeks to understand the training needs of health professional educators to increase their capabilities to work in the online environment. A professional development model will be designed and delivered which will focus on the timing, content and implementation of professional development.
PROJECT TEAM: CATHERINE EASTON, CAROLINE ROBINSON, LUKE DONNAN, GED BOURKE, JANELLE WHEAT, JANE MCCORMACK

Project Spotlight: Online Problem Based Learning
In this first in depth look at one of the projects currently underway, Sarah Hyde introduces a project which aims to enhance learner-learner engagement in the DE mode of four core subjects across the School of Agricultural & Wine Sciences. This is being done by implementing asynchronous online case based group discussions combining Adobe Connect and Discussion Boards. A Community of Inquiry Framework (deNoyelles 2014) has provided a lens for us to examine the results and plan the implementation. To date we have successfully utilised online case based group work in two core subjects, AHT101 (session 1) and AGR202 (session 2), each with 80-150 students enrolled. One case was delivered in each subject, with students allocated to groups of ~8 completing the case over a three week period. Groups were required to submit a weekly progress summary to the subject Discussion Board and thus were able to benefit from the experience of peers within their own and other groups. Building on feedback from AHT101, students have been allocated roles and participation has been assessed in AGR202. The project is being evaluated using surveys, student and staff interviews, discussion post analysis and learning analytics. Student engagement has been high and feedback overall is positive, although student time management has been an issue. Results will be reported at CSUEd.
Establishment of the Scholarship in Online Learning Group

In August, ulimage announced the formation of a Scholarship in Online Learning group to support scholarship in online learning design, teaching and learning support. The group, which so far has 30 members, includes academics from across disciplines, educational designers, and educational support staff, as well online learning researchers who are interested in engaging more deeply in the scholarship around their practice.

The group has met about monthly and meetings so far have included ‘Literature and Practice’ sessions looking at the Community of Inquiry model and at Richard Mayer's Cognitive Model of Multimedia Learning, as well as a seminar featuring Jeni Henrickson from the University of Minnesota (see story below).

Future events will also include professional development sessions focusing on topics such as academic writing and applying for grants in the online learning area. The group is made up of CSU staff and research students but our intention is to invite outside guest presenters or facilitators to meetings from time to time drawing on our national and international contacts. All events are advertised on What's New and Yammer and new members are always welcome. If you'd like to be added to the group's email list please contact Barney Dalgarno.

The next Literature and Practice session will focus on Michael Moore's Transactional Distance Theory and will be held on Tuesday 8th December from 12.30pm to 1.30pm via Video Conference. See What's New or Yammer for the booked venues and details of the articles to be discussed during the session. Links to the audio and slides from previous meetings are available from the ulimage website: http://uimag.in/SOLgroup

Seminar with Jeni Henrickson

The team at ulimage recently had the pleasure of working with Jeni Henrickson from the LT Media Lab and continuing the recent partnership with Aaron Doering and the University of Minnesota. On the 27th of August, as part of her visit to Australia, Jeni presented a seminar hosted by the Scholarship in Online Learning Group entitled Spurring Learning, Inquiry, and Global Awareness at the Wagga Wagga campus.

A packed house of academics, educational designers and other staff, as well as attendees from multiple video conference and teleconference sites, were able to engage with Jeni on the various projects and technologies the LT Media Lab are involved in such as GoNorth! and North of Sixty. Some of the key ideas to emerge from the talk were the importance of engaging learners in authentic, student driven tasks and the use of various digital technologies to facilitate this. In particular, the benefits and uses of Twitter, Ning, Wordpress and FlipGrid were discussed and examples from the LT Media Lab demonstrated. Other key issues included developing sustainable and respectful relationships with indigenous groups to ensure that both researchers and participants benefit from research. Discussions continued well past the seminar and into lunch. Collaborations with Jeni and her team at the LT Media Lab are continuing through the Traditional Knowledges Network project led by Barb Hill of CSU’s Learning Academy. Find more information about Jeni’s work at the LT Media Lab website: http://lt.umn.edu
**Upcoming Events**

**Think Tank: Partnerships and the Business of Distance Education**
24th November 2015
Find out more: [http://uimag.in/uiTTpartner](http://uimag.in/uiTTpartner)

**Scholarship in Online Learning Group**
8th December 12.30pm
Topic: Michael Moore’s Transactional Distance Theory
Find out more: [http://uimag.in/SOLgroup](http://uimag.in/SOLgroup)

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**Destination 2020: A Road Map for CSU’s Online Future**

Destination 2020, the culmination of work towards a Distance Education Strategy at CSU, was prepared by Professor Sandra Wills (PVC Student Learning) and u!magine Co-Directors Barney Dalgarno & Don Olcott, Jr. The document provides a road map that will help define the 21st century strategic vision and focus of the university’s online teaching and learning enterprise. Key recommendations have been incorporated into CSU’s 2015/16 strategy sub-plans.

Available online at [http://uimag.in/CSU2020](http://uimag.in/CSU2020)

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**RECENT PRESENTATIONS**


Dalgarno, B. (July 2015). *u!magine’s online learning change agenda at CSU.* Presentation for the Distance Education Special Interest Group at the Students Transitions Achievement Retention and Success (STARS) conference in Melbourne.

Klapdor, T., (October 2015). *Empowering the Node & Avoiding Enclosure,* Paper Presentation, dLRN Conference, Stanford University, USA.


Olcott, D. J. (October 2015). *From Folklore to Practice: Ten Key Questions for 21st Century Leaders.* Presentation at the International Council of Open and Distance Education World Conference, Sun City, South Africa.