QLT Online Workshop
How to improve online interaction in your subjects

Julie Lindsay
QLT (Online) Academic Lead  |  U!magine
Faculty of Arts and Education
jlindsay@csu.edu.au
(02) 69334507
Faculty of Arts and Education
Prepared for SCCI

August 2016

These slides are available from the Quality Learning and Teaching FoArtsEd website: http://uimagine.edu.au/qltonline/professional-learning/faculty-of-arts/
Sharing the power of...

I2 landing pages

p2p interaction (peer-to-peer)

s2s interaction (staff-to-student)
With a focus on these three ACTIONS:
Build an online learning community
Establish teacher presence and interaction
Encourage student interaction
Why is it important to build an online learning space where students can interact?

- Research shows the **sociability** of online learning impacts improved student engagement and outcomes.
- It provides opportunities to either replace or amplify on-campus learning.
- It supports alternative learning modes and use of different technologies.
- It can impact student motivation, expectation and engagement and address anxiety amongst learners.
What is ‘Teacher Presence’?

“The question is not as much about creating a teacher presence, but about creating your presence. While we can learn a lot from imitating how others act online, the goal is to allow your own authentic presence to emerge.”

Carole Hunter, QLT Leader

Read Carole’s blog post ‘Finding your own online presence’ on the QLT Online Blog
Discussion Forums....

Teacher role during the asynchronous discussion process:

- Expect students to contribute at a higher level than f2f
- Important as moderator, motivating participation,
- Socializing in the online context,
- Facilitating information exchange
- Encourage peer moderation

Read more about Teacher Presence through the QLT Online Blog: http://uimagine.edu.au/qltonline/category/staff-to-student/

Announcements

Interact 2 announcements are NOT ‘social media’. They are official university communication.

- Clear subject line
- Adhere to protocol for official communication - greetings and closings
- Add correct signature
- Regular
- Informative
- Consider a weekly ‘template’ approach
- Include hyperlinks and images
Announcements - suggested template

Subject line: (Subject code) Week 1 (Name of module or focus)

Dear students

An interesting comment about the previous week, something about the learning that has taken place
Any important information that needs to be shared up front.

What you should be working on:
- List module and other reading material
- List pending assignments
- List online meetings or activities to be part of

What you should be planning for:
- Assignments coming up
- Meetings and activities coming up

Closing greeting

Full name
Signature (with email and telephone)
Read more about Teacher Presence….

HAAS | LEARNING (Fred Haas, 2015)
“The value of teacher presence early and often in online learning”
https://haaslearning.wordpress.com/2015/02/04/the-value-of-teacher-presence-early-and-often-in-online-courses/

TRANSFORMING EDUCATION (Virginia Vigil, 2014)
“Teacher presence and learner engagement in the online classroom”

Look! Great list of behaviours and strategies!
http://page.teachingwithoutwalls.com/instructorpresencestrategiesci

Behaviors & Strategies for Improving Online Instructor Presence
CSU Examples of Teacher to Student interaction

EMR441 - Deb Clarke
EMH441 - Paul Grover
As a subject in the CSU Online Teaching and Learning Model pilot study, **EMR441 Curriculum Method 1: Health, PE and Outdoor Education** was redesigned to include one of Garrison, Anderson and Archer’s (2000) overlapping lenses – teacher presence – to promote student engagement in learning by “strengthening the students’ sense of their learning being facilitated by a caring and skilled content and online learning specialist”


- TOP 3 - according to Deb!
- Welcome page
- Announcements
- Screencasts

Paraphrase: For the first time in 14 years DE students marks have not been LOWER than Internal - this may be due to screencasts and an enhanced Teacher Presence, including student engagement with assessment.
Getting Started in the Subject

EMR441 Curriculum Method 1: Health, Physical and Outdoor Education

Hi folks and welcome to EMR441 Curriculum Method 1: Health, Physical and Outdoor Education. I'm Dr Deb Clarke and I am your subject coordinator. If you have any questions or wish to chat please feel free to contact me:

dclarke@csu.edu.au

+61 26338 4475 or post a question in the Staff Room.

Read my posting to learn a little more about me, and post your own Blog so your peers/colleagues can learn a little more about you too.

In Week 2 of the session I will arrange for an online meeting which will provide you with the opportunity to meet your colleagues.

Stacey is a past student who shares her experiences of the subject. Click on her photo and she will provide you with some key tips relating to studying this subject by distance.

To get started on the Module learning activities click the START button below. The learning activities in the Modules have been designed to assist you to achieve the outcomes of the subject. As a distance learner you will need to manage your time carefully so the study schedule in your subject outline suggests a week by week sequence of learning.

I wish you well in your studies and hope that together we enjoy the session.

Dr Deb Clarke

Don't you just want to push the button?

Previous student shares

Alternative approach to navigation

Greetings!

Alternative contact methods

Personal blog post - sharing, building empathy
Curriculum Method 1: Society and Environment
Successful Teaching

Teacher presence elements:

- Engaging multimedia on landing page
- Hyperlinks from landing page to discussions
- Discussion forum design for communication and teacher feedback on contributions
- Weekly podcasts
- Regular online meetings in Adobe
Navigation that has sub-headings and includes all modules

Discussion forum with summarised lecturer feedback

Lecturer feedback thread

- **Thread Actions**
- **Author**
- **Status**
- **Thread Posts**
- **Total Posts**

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Thread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/05/16 18:14</td>
<td>LECTURER FEEDBACK Discussion Forum 2</td>
<td>Paul Grover</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>02/05/16 13:49</td>
<td>Module 1 Topic 2 Discussion Forum</td>
<td>Paul Grover</td>
<td>Published</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**Paul Grover**

**LECTURER FEEDBACK Discussion Forum 2**

Hello everyone,

Thank you for the rich and insightful comments here - this will be a relatively brief feedback commentary as the learning activity for the discussion forum was quite tightly focused. What interests me is the way the Graduate Teacher summaries you have created indicate the qualities of a successful teacher at that particular stage of their career. This is a useful guide and resource for you in both undertaking your interview and in your critical reflection on the responses of the teacher you interview. As you read different people’s summaries you do get a strong sense of the diverse qualities (skills and knowledge and dispositions) a successful teacher will exhibit and possess in their professional roles and responsibilities - in the classroom, with colleagues, within the school cultures, in non-professional learning and in the community.

When you look at the elements of the Australian Professional Standards for Teachers you can see the comprehensive nature of the professional role of a teacher. Teachers are required to gather evidence in their professional practice to demonstrate the achievement of these standards during their professional career, and this is an ongoing professional development process. So, when you look at the stage development across the different professional categories in the second part of the learning activity, this demonstrates quite clearly the diverse ways this professional growth and development will be exhibited in a teacher’s professional life - in their teaching, in school involvement, in community involvement and in professional learning. All these aspects will inform your own thinking about the features that constitute successful teaching that will at the same time enhance successful student learning.

Thanks again for your thoughtful and focused responses, and all the best for your assessment item 1 planning and preparation,

Paul
Weekly Topic Minilecture Podcast

Topic 12 Minilecture Podcast (11 mins)
This Minilecture Podcast (11 mins) focuses on the following topics:
- Assessment Item 2 questions and the final week of study
- Standard 6 & Standard 7 of the Australian Professional Standards for Teachers - and Topics 11 & 12 (Study Module 3)
- Content and agenda for Wednesday’s live tutorial (Wed 5-6pm)

Topic 11 Minilecture Podcast (9 mins)
This minilecture podcast (9 mins) focuses on these study elements:
1. An update on using Google Scholar in assessment item 2
2. An update on the Content and Submission Guide for assessment item 2
3. Assessment item 2 resources and lesson planning
4. The Topic Study program for the final 2 weeks of our subject study
5. Assessment item 2 support resources update

Topic 10 Minilecture Podcast (13 mins)
The focus of this week’s minilecture podcast is:
- The Topic study and its relationship to the assessment item preparation
- Literacy and Numeracy activities - how to integrate them into your planning of the content of the scripted lesson plan
- Resources for assessment item 2 planning

Topic 9 Minilecture Podcast (11 mins)
This Topic 9 Minilecture Podcast (11 mins) focuses on the following topics:
- Samples for Assessment Item 1 and their value for Assessment Item 2
- Sample lesson plans serving as a guide for assessment item 2
- Research resources for EED902 Part 2 assessment item 2 - locating research resources
- This week’s tutorial and the value of the tutorials for assessment item planning and online Topic studies in Topics 8 & 9
- Release of all Topics to the end of the subject study

Teacher shares title, description and length of each meeting

Regular podcasts shared in navigation
Click on this link to enter the Adobe Connect Meeting Room - then please login as a 'Guest' to enter the live tutorial meeting.

Adobe Online Tutorial 12 (17 mins)
The final live Tutorial was held this evening, and it was a short meeting (17 mins) as most people are focusing on final planning for assessment item 2. Of course, thanks for joining me in the given some tips and hints for making best use of our subject site resources, and provided some first comments for your subject study. The address for the 17 min recording is:

https://connect.csu.edu.au/p27tw5q3vc/

Adobe Online Tutorial 11 (1 hour)
This week’s live tutorial focused on the following topics:

1. Questions on assessment item 2 - word count for EEDS02 Part 2, research method in EEDS02 Part 2, resources for assessment item 2 (100mins-15mins approx)
2. What is the most important thing to remember when teaching as a teacher? (question for an experienced teacher) (15mins-25mins approx)
3. How have you remained so passionate for so long? (Insights from teaching experience) (25mins-35mins approx)
4. If there was one thing you would have done differently when you first became a teacher, what would it be? (question for an experienced teacher) (35mins-45mins approx)
5. How have you managed to incorporate multimedia into your class to cater for all students' abilities? (Insights from practice) (45mins-55mins approx)
6. Concluding comments - next week’s final live tutorial.

Adobe Online Tutorial 10 (25 mins)
This is a shorter tutorial (25 mins) as we had a smaller number of questions and issues and I am aware that people are focused on their planning for assessment item 2. The topics for support your assessment item 2 planning:

1. Key resources for finding evidence from the literature (EED408) and research information (EEDS02) and Google Scholar (about 00-10 mins approx)
2. Locating literature and research resources for assessment item 2 - from the literature (EED408) and Google Scholar (about 10-20 mins approx)

All the best for your topic studies and learning activities, and for assessment item 2 planning. (20 mins)

Cheers,
Paul

Clear meeting headings, times, and description of what took place
Discussion forums

Designed strategies for engaged interaction
Setting up a Discussion Forum

- Forum = A main discussion topic/theme
- Thread = Second-level discussions around the forum topic/theme

Example:

Module 1 Forum
- Topic 1 (Thread)
- Topic 2 (Thread)
Discussion Forum Settings

FORUM INFORMATION

- Add name of Forum
- Add a description

FORUM AVAILABILITY

- Do you want to make this available later?
More Discussion Forum Settings

If a Due Date is set, submissions are accepted after this date, but are marked 'late'.

Viewing Threads/Replies
- Standard View
- Participants must create a thread in order to view other threads in this forum.
  If participants are required to create threads in order to view other threads in the forum, they cannot delete or edit their own posts, and cannot post anonymously. Those options will be set for you automatically.

Grade
- No Marking in Forum
- Grade Discussion Forum: Points possible: [ ]
- Grade Threads

Subscribe
- Do not allow subscriptions
- Allow members to subscribe to threads
- Allow members to subscribe to forum
  - Include body of post in the email
  - Include link to post

Create and Edit
- Allow Anonymous Posts
- Allow Author to Delete Own Posts
- Allow Author to Edit Own Published Posts
- Allow Members to Create New Threads
- Allow File Attachments
- Allow Users to Reply with Quote
- Force Moderation of Posts

Additional Options
- Allow Post Tagging
- Allow Members to Rate Posts

Important: Forum Subscription
Important: Include body of post in email
Important: You may not always want new threads created
A typical discussion area with many forums

### Introductory discussions
- **Introduction Module Discussions**
  - Description: Access discussions from the Introduction Module here.
  - Total Posts: 23
  - Unread Posts: 8
  - Total Participants: 13

- **INF537 - The Café is Open!**
  - Description: Use this forum to discuss any topic and build your PLN throughout this subject. Create threads and interact as you build our community of learning.
  - Total Posts: 2
  - Unread Posts: 0
  - Total Participants: 2

- **Guest Colloquium: Resources and discussion**
  - Description: There will be 4 guest colloquiums during this session. For each of these a group of students will create a summary and discussion points. Although this is not an assessable item it will help everyone focus on the key issues and ideas and generate further discussion around the presentation.
  - Total Posts: 2
  - Unread Posts: 0
  - Total Participants: 1

### Subject module forums
- **Module 1 Discussions: Colloquium - Is there an expert in the room?**
  - Description: Access discussions from Module 1: Colloquium - Is there an expert in the room?
  - Total Posts: 2
  - Unread Posts: 2
  - Total Participants: 2

- **Module 2 Discussions: Digital Futures**
  - Description: Access discussions from Module 2: Digital futures
  - Total Posts: 1
  - Unread Posts: 1
  - Total Participants: 1

- **Module 3 Discussions: Specialist research project**
  - Description: Access discussions from Module 3: Specialist research project
  - Total Posts: 0
  - Unread Posts: 0
  - Total Participants: 0

### Subject assessment forums
- **Assessment Item 2 Digital Scholarship Interpretive Discussion Paper - Let’s discuss here - questions, comments, resources etc.**
  - Description: Add your own threads to this discussion as needed
  - Total Posts: 0
  - Unread Posts: 0
  - Total Participants: 0

- **Assessment item 3 - Case study and critical reflection**
  - Description: Use this forum to create threads sharing ideas and resources and questions for this final assessment item
  - Total Posts: 0
  - Unread Posts: 0
  - Total Participants: 0
Subscribe to a Discussion Forum

Forum: Module 2 Discussions: Digital futures

Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the right end of each column. More Help.

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Unread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>13/06/16</td>
<td>Module 2.1: Communities of practice</td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Important: Forum Subscription
Designing a Discussion Forum

Start with adding Forums

Within the Forums, add Threads

Important – Do you want students to start their own threads?
Discussion Forum Design: Student Threads

<table>
<thead>
<tr>
<th>Date</th>
<th>Thread</th>
<th>Author</th>
<th>Status</th>
<th>Unread Posts</th>
<th>Total Posts</th>
</tr>
</thead>
<tbody>
<tr>
<td>27/05/16 09:24</td>
<td>Required documents</td>
<td>Sarah Pade</td>
<td>Published</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>26/05/16 21:29</td>
<td>Recommendations</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>26/05/16 16:47</td>
<td>Referencing multiple course material</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26/05/16 11:06</td>
<td>Spelling</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26/05/16 06:58</td>
<td>dot points</td>
<td>Glenda Morris</td>
<td>Published</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25/05/16 22:33</td>
<td>Blog/Forum posts</td>
<td>Samantha Ellis</td>
<td>Published</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>25/05/16 20:44</td>
<td>solving the barriers from Section 3</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>25/05/16 20:19</td>
<td>Referencing an unpublished interview</td>
<td>Kelly Roach</td>
<td>Published</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>25/05/16 17:57</td>
<td>Bullet points in Rationale</td>
<td>Gregory Kay</td>
<td>Published</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>25/05/16 17:50</td>
<td>References in the Executive summary</td>
<td>Gregory Kay</td>
<td>Published</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>23/05/16 23:10</td>
<td>Barriers &amp; enablers Section 3</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>23/05/16 17:48</td>
<td>Section 3</td>
<td>Karen Malbon</td>
<td>Published</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>23/05/16 14:43</td>
<td>Executive summary?</td>
<td>Lisa Plenty</td>
<td>Published</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>

Student initiated threads in Assignment Forum
Lecturer provides a feedback thread the following week after reading and interacting with students ideas from the module.

Hello everyone,

Thank you for the rich and insightful comments here - this will be a relatively brief feedback commentary as the learning activity for the discussion forum was quite tightly focused. What interests me is the way the Graduate Teacher summaries you have created indicate the qualities of a successful teacher at that particular stage of their career. This is a useful guide and resource for you in both undertaking your interview and in your critical reflection on the responses of the teacher you interview. As you read different people’s summaries you do get a strong sense of the diverse qualities (skills and knowledge and dispositions) a successful teacher will exhibit and possess in their professional roles and responsibilities - in the classroom, with colleagues, within the school culture/context, in their professional learning and in the community.

When you look at the elements of the Australian Professional Standards for Teachers you can see the comprehensive nature of the professional role of a teacher. Teachers are required to gather evidence in their professional practice to demonstrate the achievement of these standards during their professional career, and this is an ongoing professional development process. So, when you look at the stage development across the different professional categories in the second part of the learning activity, this demonstrates quite clearly the diverse ways this professional growth and development will be exhibited in a teacher's professional life - in their teaching, in school involvement, in community involvement and in professional learning. All these aspects will inform your own thinking about the features that constitute successful teaching that will at the same time enhance successful student learning.

Thanks again for your thoughtful and focused responses, and all the best for your assessment item 1 planning and preparation,

Paul
Discussion Forum Design: Some considerations

Teacher Presence
• It is important that the teacher is present and active in learning forums
• How will you design and manage this?

Student-to-Student Interaction
• Students build knowledge as they interact, share, synthesize the subject content and build discussions around this
• How will you design and manage this?

Teacher-to-Student Interaction
• This goes beyond teacher presence to become a learning environment where the teacher and students interact, share ideas, discuss concepts in more depth etc.
• How will you design and manage this?
Interaction in class

On campus classes and strategies for interaction

But......what about on-campus classes??

Do they need to be interacting online?

What are some online technologies that support face-to-face teaching and student online interaction?
Open Docs for group editing

Collaborative writing tasks, focus questions, responses, co-created material while in class, quick polls via forms

http://google.com/docs
Real time aggregation and visualisation

Get quick snapshots of student perspectives or answers to questions
(similar to the polling tool in Adobe Connect)

http://www.socrative.com/

https://getkahoot.com/
Backchannel

Synchronous chat streams

https://todaysmeet.com/
Other ideas and tools

The following is a sample of student interaction practices that could be used for DE and Internal subjects
Twitter hashtag feed (useful for during an internal class)

http://twitter.com

#ETL523
ETL523 Digital Citizenship in Schools
This resource has been created as part of the Digital Citizenship in Schools subject offered by the Charles Sturt University, Faculty of Education as part of the Knowledge Networks and Digital Innovation & Masters Degree.

Digital Citizenship Wiki

Working in teams, students defined a sub-topic based on one of these four main areas:

- Digital Learning Environment (DLE)
- Digital citizenship in the curriculum
- Content creation and curation in digital environments
- Social media and networking
- Leading for digital citizenship in the DLE

Each team wiki, as listed in the menu, presents a researched aspect of digital citizenship and provides resources for key stakeholders to use to raise awareness and initiate activities within their respective learning environments.

To fully access these resources we invite requests to join this wiki.
Please note the Creative Commons license on all work shared here.
Peer-to-peer commenting via blogs & journals

CSU thinkspace

CSU i2 Journals

4 Comments on Learning without walls

Glenda Morris
May 14, 2016 at 11:09 am (2 weeks ago)

I feel very lucky to have been part of the fantastic Team 5.2. We worked really well together and made the most of the DLE environment that this course and subject has provided. We made the most of our locality within Melbourne to meet up over a working lunch, but as you rightly stated the cafe wifi struggled so we made use of our phones' hot spots to make the learning happen.

Heather
May 19, 2016 at 2:25 am (1 week ago)

We did make a great team, didn’t we!
I’ve written my own reflection http://thinkspace.csu.edu.au/hbadie/2016/05/19/assignment-one-reflection/ Very much agree with all you’ve said.

Julie Lindsay
May 19, 2016 at 4:57 am (1 week ago)

You make me smile Karen – and thank you for reminding me about that Tapscott quote! I was in touch with Tapscott in those days – around 2008-9, in fact we brought him in virtually to speak at our first Flat Classroom Conference in Doha in 2009.
Blogging Buddies – Reflective Practice

Google Form to capture data

Google Spreadsheet to share data
Blog Buddies colour coded

### INF537 201660 Cohort

Students are invited to complete this form so we can collect and share information. The blog URL is mandatory, as is your name. Other details are optional with respect to student privacy, however you are encouraged to share and be an active visible member of this learning community.

* Required

<table>
<thead>
<tr>
<th>Name *</th>
<th>Blog URL (for INF537 work) *</th>
<th>Location</th>
<th>School / Organisation</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kath Herbert</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>South Australia</td>
<td>DECD</td>
<td>Online Learning Manager</td>
</tr>
<tr>
<td>Yvette Drager</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Australia, Western Australia</td>
<td>Department of Training and Skills</td>
<td>Senior Program Officer - Adult Learning</td>
</tr>
<tr>
<td>Jo Quinn</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Australia: NSW</td>
<td>Barker College</td>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Trisha Buckley</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Qld Australia</td>
<td>Lourdes Hill College</td>
<td>Teacher Librarian (6 mon)</td>
</tr>
<tr>
<td>Helen Stower</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Qld</td>
<td>Mt Alvernia College, Briss</td>
<td>Programme Leader - ICT</td>
</tr>
<tr>
<td>Cameron Innes</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>U.A.E. Abu Dhabi</td>
<td>Abu Dhabi Education Council</td>
<td>Grade 8 Science Teacher</td>
</tr>
<tr>
<td>Graham Clark</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Melbourne, Victoria, Aust</td>
<td>Gracian Learning Solutions</td>
<td>Educational Developer, Teacher Librarian</td>
</tr>
<tr>
<td>Jerry Leeson</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>South Australia</td>
<td>Pearson</td>
<td>Project Manager</td>
</tr>
<tr>
<td>Nadine Bailey</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Singapore</td>
<td>Canadian International School</td>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Glenda Morns</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Melbourne</td>
<td>Methodist Ladies College</td>
<td>Teacher Librarian/Team Leader</td>
</tr>
<tr>
<td>Kathryn Schravende</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Australia, Queensland</td>
<td>St Rita's college</td>
<td>Head of Library</td>
</tr>
<tr>
<td>Michelle Cook</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Australia, NSW</td>
<td>Good Samaritan PS</td>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Lori Korodej</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Australia, ACT.</td>
<td>Lake Tuggeranong College</td>
<td>Teacher Librarian</td>
</tr>
<tr>
<td>Chantal Hochstrasser</td>
<td><a href="http://thinkspace.ca">http://thinkspace.ca</a></td>
<td>Australia, Queensland</td>
<td>Padua College</td>
<td>Head of Library</td>
</tr>
</tbody>
</table>
Interaction via live meetings - Adobe Connect

Teacher ‘prompts’ via slides

‘Student-led discussions’
QLT Online Workshop 3
How to establish a strong online teacher presence

KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space

Adobe Connect - managing online meetings

Layout of room to maximise interaction via a large chat window

Teacher video - ‘paused’ to maximise bandwidth and continue to have the teacher image visible.
Example taken from INF532 Digital Future Colloquium session, August 2016

Leading Learning in a Web 2 World
Where are we up to? Where to next?

Teacher picture added as static screen share. Long discussion forum window to allow easier reading and following of conversations for enhanced interaction.
<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video conferencing - Adobe Connect, Skype, others</td>
<td>Discussion board</td>
</tr>
<tr>
<td>Online Chat or Backchannel</td>
<td>Wikis</td>
</tr>
<tr>
<td>Second life or other virtual world platform</td>
<td>Blogs</td>
</tr>
<tr>
<td>Google Docs or similar platform</td>
<td>Social media (Twitter, FB)</td>
</tr>
<tr>
<td>Socrative</td>
<td>Voicethread</td>
</tr>
<tr>
<td></td>
<td>Padlet</td>
</tr>
</tbody>
</table>

Those in **orange** work in both synchronous & asynchronous modes.
SCCI – Making learning visible online

How can on-campus classes access the affordances of online and blended learning?

- Sharing ideas and resources during and after class to keep conversations going – discussion forums, Google docs, other tools
- Process work – digital details of items being developed (images, audio files, short videos) – Padlet, Instagram, Twitter, other tools
- Reflective work – blogs, discussion forums
- Add links to external resources in navigation
What strategies would you like to know more about?
Quality check in Session 2

27 June
(Landing page)

Session 2 After mid-session break
(Interaction)
KPI11: Students experience a subject that provides the opportunity for peer-to-peer interaction in the online space
What you need to do (KPI11)

This is about having a clear strategy - and implementing that - to encourage students to interact with each other.

**Designed interaction:** You should be providing students with an opportunity for interaction, such as through Discussion Boards.

**Level of interaction:** During the semester, there should be evidence of online student interaction, such as through students responding to each other on the Discussion Boards.
KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space.
What you need to do (KPI12)

**Communication:** You should be communicating subject information with students **clearly and regularly** (e.g. announcements or...)

**Facilitation:** There should be some **planned strategies** for building teacher presence throughout the session (e.g. using online meetings, or...). You should also **initiate** discussions (e.g. via the Discussion Boards, or...), not just respond to queries, and make sure you respond to questions at least once a week.
Faculty of Arts and Education – Professional development sessions for ALL staff, including sessional staff

Julie Lindsay – QLT Leader (Online) – jlindsay@csu.edu.au

RESOURCES to support QLT Online Professional development sessions

1. LOOK! A NEW i2 organisation with LOTS of resources to improve your online learning – the QLT Online FoArtsEd Sandpit – landing page makeovers, HTML to copy for static and dynamic pages, faculty banner, strategies for interaction and more....this resource is growing each week!

2. QLT Online Information for academic staff – A summary document of the QLT online baseline standards for KPI9, 11 and 12
FoArtsEd Site to support online learning

https://interact2.csu.edu.au/webapps/blackboard/execute/content/blankPage?cmd=view&content_id=930063_1&course_id=22323_1&mode=reset

Welcome to QLT Online FoArtsEd sandpit

THIS IS WHERE YOU WILL FIND NEW IDEAS AND STRATEGIES FOR IMPROVING APPROACHES TO ONLINE LEARNING. IF YOU WANT TO KNOW SOMETHING...JUST ASK!

Hello everyone!

This QLT organisation is designed for all schools and subjects in the Faculty of Arts and Education to support improving online learning across all subjects. This applies specifically to KPI9, KPI11 and KPI12.

Participants are also invited to read and learn from the QLT blog/website - and join in the community discussion!

For more ‘How to...’ inspiration and to view the complete collection of workshops, videos and support material across KPI9, 11 and 12 access the FoArtsED QLT ‘How To’ doc.

How can online learning approaches improve and enhance student engagement in subjects?

A little about me...

I am the Quality Learning and Teaching Leader (online) for the Faculty of Arts and Education. I am also an Adjunct for the School of Information Studies.
Email me
jlindsay@csu.edu.au
anytime