QLT (Online) standards
An opportunity to focus on our Achilles heel?

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Introduction to QLT KPI 9, 11, 12 and Session 2 quality check
June 17, 2016

These slides are available linked from:
http://uimagine.edu.au/qltonline/professional-learning/faculty-of-arts/

Feedback form: https://goo.gl/57YPpL
Hmm... our Achilles heel?
ALL UNIVERSITIES

Learner Engagement

CSU

Learner Engagement

All CSU Courses & All Modes of Study
ALL UNIVERSITIES

Learner Engagement

SES National and Institution Scale Scores

CSU

Learner Engagement

All CSU Courses & Internal Mode ONLY
The power of...

I2 landing pages

p2p interaction (peer-to-peer)

s2s interaction (staff-to-student)
KPI9: Students experience initial quality assured subject Interact2 site landing pages and basic outline
What you need to do (KPIg)

**Functional:** Make sure your navigation menu is clear

**Informative:** Include a basic **heading, subject code and name**, your name/**contact/bio** (on landing page OR using the contact tool), and a **basic overview / introduction** to the subject area (in written, audio or video format)

**Engaging:** Include some multimedia (image/audio/video) that adds meaning
Why is the design and content of the landing page & navigation important for a subject?

- It is the first thing students see about your subject
- It sends a message about whether the subject is static or dynamic
- It sends expectations as to how YOU will teach and interact
- It impacts student motivation, expectations and engagement
- It supports students using i2 during the course of the subject
Navigation....
Welcome to EPT431: Understanding Primary Education

This subject introduces students to the teaching profession, primary education specifically, and enables them to explore their suitability for teaching through observation and hands-on experiences. It explores classroom practice in terms of appropriate structuring of teaching-learning experiences. The subject encourages and scaffolds the preservice teacher to develop critical awareness of their professional needs in order to respond to the complex roles and responsibilities with which they will engage. This subject involves a 10 day placement in a school setting where preservice teachers will be required to undertake a number of teaching tasks.

Your Subject Coordinator

Meagan’s teaching experience ranges from teaching in a small Catholic school in country Victoria, a large metropolitan school the London, leadership roles in a large regional secondary college, in co-educational schools as well as both large city all boys schools and all girls schools. In 2005 she completed her Doctor of Education degree. Her Doctoral work focused on the needs and perceptions of beginning teachers as they began their first year in the teaching profession and determined how schools could best support them.

Meagan McKenzie
meaganmckenzie@bigpond.com
Type 2: Single image with text info and one or more teachers

Welcome to EPT126: Becoming a Teacher 1

In this subject, students will consider what skills and aptitudes are required to teach, and assess their level of collaborative skills while addressing a series of teaching dilemmas and situations. They will use the collaborative process to share plans for reading aloud, and to provide feedback to group members. Students will begin to develop their course ePortfolio, adding artefacts and personal reflections. They will consider the importance of effective communication skills, including the use of technology and other digital tools, for teaching. They will develop skills of dialogue, feedback and learn to provide and accept feedback on their actions, and to work as a team to develop teaching plans.

Your Teaching Team:

Dr Libbey Murray
libbemurray@csu.edu.au
Subject Convenor
Dubbo Campus

Lisa Bayne
lisa@csu.edu.au
Subject Coordinator
Bathurst Campus

Sheena Elwick
sheena@csu.edu.au
Subject Coordinator
Wagga Wagga Campus

Celia Hillman
chillman@csu.edu.au
Subject Coordinator
Albury Campus

Top image is a banner
Use of a table to organise teacher images and text.
Notice pictures are all the same size.
Welcome to THL115/490 Liturgical Theology

A warm welcome to a new semester of study with the School of Theology. And a particular welcome if this is your first semester of theological study. You are in for a rich and rewarding journey! My name is Jane Fouchler and I am based at St Mark’s National Theological Centre in Canberra. I am an Anglican priest and a theologian, so bring to the subject of liturgical theology my own experience in creating and leading worship in a wide variety of settings. I am looking forward to our journey through this subject as we reflect on the why and how of Christian worship.

Welcome to Interact2 - the online learning environment for all CSU students.

All essential learning activities, learning content and learning tools for your subject are found within this site. Your Subject Outline (in the left-side navigation menu) is the first document you need to read before commencing to study. The Subject Outline is an accurate and historical record of the curriculum and scope of your subject, and is available no later than 14 days before the start of a study session.

The Academic Communication with Students Policy states that students should not contact teaching staff until 3 working days before the commencement of the teaching session, unless otherwise advised by the Subject Coordinator.

Video
Welcome to ETL523 Digital Citizenship in Schools

Hello everyone,

Welcome to ETL523!

The subject outline will give you an overview of all modules and assessments and update you on expectations for successful completion of the subject. Please read it carefully and thoroughly so that you know what is expected of you.

You will need to steadily work your way through the modules, and make use of the appropriate forums to ask questions, and communicate, with me and with each other. We are a community of learners and together we will explore the concepts shared via the modules and share our experiences and knowledge via the discussion forums.

This subject explores the concept and practice of digital citizenship as it relates to teachers and students, in fact all learners, in a school environment. Issues in policy and practice are examined to come to a better understanding of how learning programs and school communities can build capacity and resilience in students to enable them to become more effective and responsible digital citizens in global online learning environments.

I am based in Ocean Shores on the Northern NSW coast and currently work from home as a global collaboration consultant as Director for Flat Connections and Adjunct Lecturer for CSU. My EdD research has been approved and my working title right now is ‘Online global collaborative educators and pedagogical change’. I hope to have this completed in about 2 years.

If you wish to contact me directly, please email me in the first instance. Remember to put the subject code ETL523 in the subject line of the email as I receive messages from students in different subjects. We will also have other means of connecting and communicating, which I will share with you in the subject.

I am also very happy to chat on the phone or Skype when needed. I do travel out of Australia as a consultant but trips do not normally prevent me from communicating with Skype or via email.

Best wishes for your study this session. I look forward to getting to know you through this class.

Julie
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Getting to know your Subject Coordinator

I am based in Ocean Shores on the Northern NSW coast and currently work from home as a global collaboration consultant and Director for Flat Connections, Quality Learning and Teaching Leader (online) and Adjunct Lecturer. My EdD research has been approved and my working title right now is 'Online global collaborative educators and pedagogical change'. I hope to have this completed in about 2 years.

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Julie
Welcome to INF111 Introduction to the Information Professions

Hi all! My name is Suzanne Lipu and I’m the subject coordinator for INF111. I will be team teaching this subject with Sigrid McCausland. We hope you are going to enjoy this subject as we explore the Information Professions and get you started on the road to success in the Bachelor of Information Studies!

You’ll find the Subject Outline contains key information such as the study schedule which will help guide you through the subject. You can reach me via email or phone if you have any concerns. Please include the subject code and your student ID in any messages you send me as I will be coordinating several subjects. I’ll be on the forums and other online spaces to help you as well as hosting some online classes for you throughout the session.

In this subject Carole Gerts will also play a big role in your learning. Carole has been involved this subject for many years and works in CSU Library Bathurst. She will tell you more about herself in her introduction. Carole and I will run some of the classes together to help you with your assignments. We both look forward to travelling through the subject with you!

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Welcome to INF111 Introduction to the Information Professions

This subject introduces students to basic concepts in information studies, to the work of information professionals and the contexts of professional practice, including libraries, archives, records repositories and other information centres and organisations.

Suzanne Lipu

Hi! My name is Suzanne Lipu and I'm the subject coordinator for INF111. I will be team teaching this subject with Sigrid McCausland. We hope you are going to enjoy this subject as we explore the Information Professions and get you started on the road to success in the Bachelor of Information Studies.

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Carole Gerts

Contact: cgeris@csu.edu.au

Sigrid McCausland

Contact: smccausland@csu.edu.au

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This subject introduces students to the art of Qur'an recitation. We will delve into the Arabic letters and how they are formed in words. At the end of this course, you should be able to pick up the Holy Qur'an and read from any page. However, there is no shortcut to success so constant practise and engagement with the subject is very critical to achieve this goal. Students are expected to dedicate enough time every week to practise the material and be prepared for the next lecture.

**Few important reminders to bear in mind:**

- There is a prescribed textbook for this subject which means that YOU MUST have a copy of the book with you. Further information on the book is in the subject outline.
- All resources, worksheets and lecture notes will be uploaded into this website.
- You can use the "Discussions" forum on the left hand side to interact and engage with other students.

I will be your lecturer and subject coordinator for this subject. Best way to contact and get a quick response from me will be through my email: snoor@csu.edu.au.

If you would like to speak or see me, please note my consultation hours are: **Every Wednesday between 10:00am to 12:00pm.**

All the best for this session and looking forward to interact with you all.

Regards,

Suhail Noor
Hello everyone!

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All the best for this session, and I look forward to interacting with you all.
Please avoid the blank template.....
......not a good look
KPI11: Students experience a subject that provides the opportunity for peer-to-peer interaction in the online space
Different approaches...

Social Media (eg. FB)

Collective note-taking / group tasks (eg. Google docs)

Groups tool in BB

Discussion forum in BB
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.
Discussion forums

Designed strategies for engaged interaction
### Technologies (some examples)

**Synchronous**
- Video conferencing - Adobe Connect, Skype, others
- Online **Chat** or **Backchannel**
- Second life or other virtual world platform
- **Google Docs** or similar platform
- Socrative

**Asynchronous**
- Discussion board
- Wikis
- Blogs
- Social media (**Twitter**, FB)
- Voicethread
- Padlet

*Those in orange work in both synchronous & asynchronous modes*
Interaction in class

On campus classes and strategies for student-to-student 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

http://google.com/docs
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
Interaction via live meetings - Adobe Connect

Teacher ‘prompts’ via slides

‘Student-led discussions

Brainstorm

- Issues
- Challenges
- Enablers
- Barriers

Chat [Everyone]

greg: you could go as large as ACARA general capabilities?
Sammy: How about an animoto or slideshare as one of the 5 resources?

Jenifer Thompson: I was thinking about the school community and having annotated bibliographies with an admin, teacher, parent, student focus so that the head would have a go to when talking to various audiences.

Sarah: is the annotated bibliography included in the word count?

greg: wow, so it is almost a sales pitch support video, etc.

Miriam Meehan: No Sarah ....

Sarah: thanks

Trisha: but don’t be negative???

Trisha: umm

greg: Different people at different levels - who in charge? .... a few of what is their thing

Maires: Do we name the people in leadership, obviously if we interview them this would be in our references?

Glenda M: How many issues should we outline in this section of the report, Julie?

Greg M: Great it’s just to get an idea - thanks Julie

greg: So funny though, from the library, we still are justifying our position of more that just books and learning space!!! lol

Miriam Meehan: I’m not on microphone sorry ....

Jodi: My biggest issue is without doubt the digital divide

Sammy: how do i meta?

Miriam Meehan: One issue I can think of is a disconnect between ICT (outsourced) and teaching needs
KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space.
Different approaches...

Teacher initiated “games”

Announcements

Multimedia in Learning Modules

CSU Replay / Adobe Connect
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.
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

I2 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
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
CSU Online Learning Model

http://uimagine.edu.au/the-csu-online-learning-model/
Quality check in Session 2

27 June (Landing page)

Session 2 Mid-session break (Interaction)
Support from Division of Student Learning (DSL)

If you would like support to meet or exceed QLT requirements outside the support offered by the QLT leads, the process is that you will submit an SRS to DSL using https://online.csu.edu.au/de/dewsrscc.sqt?run=TopicRequest
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 i2 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.
QLT Online – Blog and Community

http://uimagine.edu.au/qltonline/

Search by ‘category’ and ‘keyword’

Blog posts advice & tips

Community – login, discuss & share
Professional development for QLT

Watch the Faculty of Arts and Education space on the QLT blog! http://uimagine.edu.au/qltonline/professional-learning/faculty-of-arts/

Book a PD session to support KPI 9, 11 and 12 development across courses and subjects.

Julie Lindsay
jlindsay@csu.edu.au
Email me
jlindsay@csu.edu.au
anytime

Feedback form: https://goo.gl/57YPpL

KEEP CALM
AND STAY
IN TOUCH!