QLT Online
SOE Workshop 1
1. How to make an engaging and informative landing page
2. Peer-to-peer interaction strategies
QLT (Online) standards

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

Julie Lindsay  |  QLT (Online) Academic Lead  |  U!image
jlindsay@csu.edu.au
(02) 69334507
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 (KPI9)

**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**

Note: This applies to ALL subjects - DE and Internal
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
The Navigation Story
The Navigation story  ........  the short

Very simple - too much so?

Section headings - very effective

Longer - still organised for clarity?
Organised with one Section heading

........the longer

Section headings - longer version
Individual modules linked from navigation
Navigation editing.....

Step 1: Make sure you are in ‘edit’ mode

Step 2: Select drop down menu to add feature

Step 3: Menu items can be re-ordered by dragging
The Landing Page…….
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.

Subject code, name
Intro to subject focus
Coordinator name, picture, bio and email

Use of HTML to create table - hence text beside the image
Welcome to INF217 Fundamentals of Web Publishing

Welcome, I am Asim Qayyum, your subject coordinator, and I look forward to working with you (virtually!) through our class discussion forums. We will talk about learning modules, activities, assessments, and consultation times in the forums once the session formally starts. My contact information is:

1. email: qayyum@csu.edu.au
2. Telephone: (02) 6933 2186
3. 10-12 Brisbane Ave, Barton, ACT 2611

The subject outline (link available in the left hand navigation bar) lays out the structure, content, our expectations of you, and the assignments in this subject. Please read it carefully and thoughtfully to ensure that you know what is expected of you in this subject, in this session. You will need to steadily work your way through the learning modules, and make use of the appropriate forums to ask questions, and communicate, with me and with each other.

I hope you will enjoy the learning journey with me in this subject.

Best wishes

Asim


PERSONALISED greeting from instructor
Link to bio homepage
Welcome to INF541 Game Based Learning

Hello everyone! I look forward to getting to know you through this subject, and excited to know that you're interested in the power of games and play.

This subject is designed to be highly participatory, and we will explore games, media about games and their connection with other media forms, literacies taking our cues from the highly connected communities that surround games online. We will of course have opportunities to play games and talk about them. The subject will provide you with a broad view of games and we will deal with the challenges head on as we continue to investigate and find workable solutions for learning, teaching and integrating games into the Information technology environment.

I am based in Sydney and work with teachers and students across New South Wales in my role as Professional Learning and Leadership Coordinator for the NSW Department of Education managing Macquarie ICT Innovations Centre (MacICT).

If you wish to contact me directly, please email me in the first instance. Of course, it will be easy to be in touch via our collaborative learning platform, collaborative meetings, and on twitter (@cathie_h).

I am also very happy to chat on the phone or Skype when needed!

Best wishes for your study this session.

Cathie Howe
Email: chowe@csu.edu.au
Twitter: @cathie_h
Skype: cathie.howe

PERSONALISED greeting from instructor
Different contact details
Welcome to ISL353: World Religions in Australia

This subject will address the changes in the Australian religious landscape from the arrival of the First Fleet to the present time. It will also cover the core teachings, practices and history of Christianity, Judaism, Buddhism, Hinduism, Aboriginal spiritualities and New Age spiritualities within the Australian context. The contribution of religion to the Australian way of life will also be critically discussed. Finally, the history of Muslims in Australia from the Afghan cameleers to larger waves of migration in the multicultural era will be covered.

Please make sure you check your Subject Outline. Your subject coordinator and lecturer for this unit is Mahsheed Ansari (that's me :)). If you have any questions about this subject, please do not hesitate to contact me mansari@csu.edu.au.

All the best with your studies!
Welcome to INF536 Designing Spaces for Learning

This subject is designed to extend understanding of the complex relationships between space, place and learning pedagogies in the design of innovative, adaptable spaces for learning. It will explore the challenges of designing spaces for learning, and provide you with new insights into the tensions and creative opportunities that are possible.

I’m based in Edinburgh, Scotland, but travel to many parts of the world in my role as CEO of NoTosh working with schools, education organisations, and creative companies. I may well be in your timezone at some time during our partnership in this subject!

Welcome to an intensive number of weeks together.

If you wish to contact me directly, please email me in the first instance. Of course, it will be easy to be in touch via our collaborative learning platform, collaborative meetings, and on twitter (@ewanmcintosh).

I am also available via Skype, as phone calls around the world would be too expensive for all of us. There may be delays in our communications on weekend, public holidays or when I am travelling.

Very best wishes for your study this session.

Ewan

Adjunct Lecturer, CSU

Director
NoTosh Limited

Email: emcintosh@csu.edu.au
Blog: http://edu.blogs.com
Twitter: ewanmcintosh
Skype: ewanmcintosh
Week 10 Welcome!

Welcome to Week 10, ETL503!

*Because literacy reading brings wisdom to the information age.*

This is the headline on the home page for Google Lit Trips. Have you used this awesome resource? Using Google Earth, it creates trips for young readers to explore areas around the world featuring settings from the books they are reading. There are heaps of trips corresponding to a variety of children's and YA titles from Catcher in the Rye (Salinger, 1951) and Possum Magic (Fox, 1983). This is a great site to engage your students in what they are reading by opening up the world to them. The GLT team include heaps of resources to help you get started and give you ideas of how to use the resource with the curriculum. You can also suggest other trips they can create and really tailor the site to your needs. So pack your virtual bags and get started!

This week we are finishing up Module 5 and you should be spending a bit of your headspace thinking about Assignment 2. It is quite involved and there are a lot of elements to it so you will want to give yourself enough time and mental energy to wrap your head around it. Here is the rundown for the week:

**What you should be working on:**

1. **Module 5**: This is the last week for this module looking at evaluating collections. Spend a bit of time in here as it will be useful for your second assignment.
2. **Assignment 2**: This week it would be good to have your demographic information for Part A about your Dream Primary or Secondary school pretty well sorted. As I noted last week, this foundational information will set the tone for the rest of the assignment and being only 400 words, you will need to ensure it is suicient. You may also want to be checking out some sample collection management and development plans within the modules and in your own school. If you are not currently in a school, these documents are often on the school websites so do a bit of searching around.

**What you should be planning for:**

1. **Adobe Connect Meeting for Assignment 2**: The meeting for the second assignment is going to be this week, on Thursday, 5 May from 8-9pm. It will be on Adobe Connect which you access from the left menu. Also, we will record the meeting and post any other information used after in case you cannot attend. I know there is another meeting on for ETL503 at the same time so any of you missing ours will be able to view later. I will also be in the question forums and available by email this week so please don’t hesitate to contact me.

Have a great week!

Cheers,

Kasey

kgarrison@csu.edu.au
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 dialogical 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
shurrsm@csu.edu.au
Subject Coordinator
Dubbo Campus

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

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

Celia Hillman
hillmanc@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.
Type 3: Including a video

Welcome to THL115/409 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 Foulcher 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.
Welcome everybody to HRM310: Developing Human Resources.

Welcome everyone, I’m Pete Millett, and I will be your lecturer for the subject this session. For more information about me, please feel free to visit my LinkedIn page or see the information about me in the subject outline. I very much look forward to working together with all of you during this subject. No doubt our time together will encompass some personal and professional milestones for us all. A great place for you to start would be by looking through the subject outline which overviews the key aspects of this subject including your assessments and the subject schedule. I will also post regular weekly announcements for you once the subject has commenced on Monday February 29th. Your subject topics (online modules) and other resources will also become progressively available from that date.
Type 3: Including a video

Video - be careful about size distortion
Welcome to HRM502 Human Resource Management

‘People are our greatest asset’. Really? We’ve heard this said in various ways for a long time. These video clips capture the sentiment well, emphasising HR’s role as a valued business partner going much further than processing transactions.

But, for so many people, this is more rhetoric than reality: an aspiration more than lived experience. Let’s try to get this right! This subject is a postgraduate-level introduction to human resource management. Our focus is on developing and implementing HR solutions that are practical, effective and meaningful for employees, managers and other stakeholders. To put it another way, we’re interested in doing HR with real impact! We will help you to get the knowledge, the tools, the critical thinking skills and the communication and research skills to make a difference in organisations - to play your part in ensuring that people are, indeed, a superior source of value. Welcome aboard! 😊

Listen to Chrys Introduce the subject and discuss learning and teaching strategies (MP3 22min)

Your Subject Coordinator
Dr Chrys Gunasekara
cgunasekara@csu.edu.au
see Chrys’s professional profile

Your Prescribed Textbook
Type 5: The longer page......
Please avoid the blank template…..
……not a good look
Welcome to ETL523 - before

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
Welcome to ETL523 Digital Citizenship in Schools

Hello everyone!

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.

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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 Fiat 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.

Contact

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

Julie
Welcome to ETL523 Digital Citizenship in Schools

Hello everyone!

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

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.

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HTML Coding - nothing to be afraid of!
EEA405 Relationships & Pedagogy: Birth to 3 Years

The focus of this subject is the first three years of development.

The principles of caregiving and education explored in class will provide a framework for understanding and developing effective practice in early childhood settings. Regulation and management of services for infant and toddler education and care will be addressed.

Your Teaching Team

Laura McFarland
Subject Convener
Albury-Wodonga Campus
lmcfarlan@csu.edu.au

Lisa Bayne
Bathurst Subject Coordinator
lbayne@csu.edu.au

Trish Briggs
Albury Subject Coordinator
pbriggs@csu.edu.au

Janine Ferguson
Dubbo Subject Coordinator
jferguson@csu.edu.au
EEA405 Relationships & Pedagogy: Birth to 3 Year

The focus of this subject is the first three years of development. The principles of caregiving and education explored in class will provide a framework for understanding and developing effective practice in early childhood settings. Regulation and management of services for infant and toddler education and care will be addressed.
Welcome to IKC101! Indigenous Australian Cultures, Histories and Contemporary Realities

Acknowledgement of Country

Charles Sturt University Library

Welcome to IKC101
Indigenous Australian Cultures, Histories and Contemporary Realities

Mandy Smith
kahwin@cust.csu.edu.au

My name is Mandy Smith, and I join the School of Indigenous Australian Studies (SIAS) in 2014. I am privileged to have been born, raised and currently live on Wiradjuri land, and pay my respects to olsmen past and present. I graduated from my Doctor of Philosophy from Charles Sturt University in 2014, and am an early-career scholar researching within the areas of popular and public representations, popular film culture, post-colonial theories, social semiotics, subjectivities, gender, sexuality, frredem and discourse across youth media.

I was awarded a Graduate Certificate in Indigenous Studies and have been a teacher educator for the last 7 years, both at Charles Sturt University and the Australian Catholic University.

With this background, I hope to bring a Faculty of Education teaching excellence award in 2014.

I’m also part of the NCEN’s team, planning the website, Terry (the archivist), Megan (the archivist), Ali (the archivist) and me.

Welcome to the School of Indigenous Australian Studies. This website is designed to help you throughout your studies, answering many, many questions. The learning page, problems, assessment, guide, resources, etc. - all is just a click away!

First things first - download and print out the subject outline and read it! You will need to know this to look up. Then click on the Learning tools link to begin your journey.
Welcome to IKC101 Indigenous Australian Cultures, Histories and Contemporary Realities

We would like to acknowledge the Wiradjuri, Ngunawal, Gundungurra and Biripi (or Biripai) peoples of Australia who are the traditional owners and custodians of the lands in which CSU’s campuses are located. We would also like to pay respect to the Elders both past and present.

Hello! My name is Dr. Kristina Gottschall and I joined the School of Indigenous Australian Studies (SIAS) in 2014. I am privileged to have been born, raised and currently live on Wiradjuri land and pay my respects to elders past and present.

I graduated from my Doctor of Philosophy from Charles Sturt University in 2011, and am an early-career scholar researching across the areas of popular and public pedagogies, popular film culture, post-structural theories, social semiotics, subjectivities, gender, sexuality, Indigeneity and discourses about youth-hood. I was awarded a Graduate Certificate in Indigenous Studies and have been a teacher educator for the last 7 years, both at Charles Sturt University and the Australian Catholic University.

With my SIAS colleagues, we won a Faculty of Education Teaching excellence award in 2014. I’m also mad for HBO TV series, playing the ukulele, fancy dress parties, walking my hyper Jack Russell and Terrier-X dogs, and reading a good book in bed with a glass of red. Please feel free to contact me for any questions regarding the content, The Learning Place, Modules, Assessments, including extension requests, etc - or just to say g’day!

First things first - download and/or print out the subject outline and read it cover to cover - everything you need to know is there. Then click on the Learning Place link to begin your journey!

I look forward to learning and working with you during this session!
Kristina

**ASSESSMENT DUE DATES**

- **Assessment Item 1:**
  - July 30, 2016
- **Assessment Item 2:**
  - August 3, 2016

**SOMETHING ELSE**

This subject provides students with knowledge and understanding of pre- and post-invasion Indigenous Australian cultures, including the continuity and change between past and present culture and the impact of historical policies and practices upon Indigenous Australian communities and families. This subject will assist students to identify social justice issues which are of concern to contemporary Indigenous Australians including: the International Human Rights framework, health, education, employment, native title and heritage protection, and criminal justice. This subject will introduce strategies and skills for working effectively within Indigenous Australian contexts or with Indigenous Australian colleagues.
#1 - Heading size and colour

```
<h2 style="font-size: 42px; line-height: 1.2em; font-family: sans-serif; font-weight: normal; margin: 0px 0px 0.5em; padding: 0px 10px; border-color: #F47B20; border-style: solid; border-width: 0px 0px 2px; clear: both;">Heading Two</h2>
```

#2 - The Block Quote

```
"text-align: center; border-top-style: solid; border-bottom-style: solid; color: #F47B20; font-style: normal; font-variant: normal; font-weight: 400; font-size: 27px; line-height: 1.3em; font-family: serif; margin: 1.2em 0; padding: 1em; border-color: #CCCCCC; border-width: 1px 0;"
```

```
align="center">There are dozens of simple, fascinating experiments that may be performed with this kind of electricity on Snow 22nd October 2014</blockquote>
```

#3 - List

```
<ul style="font-family: sans-serif; list-style-type: square; margin: 10px 20px; padding: 10px 20px;">

<li>The first item in an unordered list</li>
<li>Second item right here</li>
<li>This is the third item in the list</li>
</ul>
```
Inserting hyperlinks

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.

Step 1: Highlight the text you wish to hyperlink

Step 2: Select the ‘hyperlink’ tool from the menu

Step 3: Add the URL

Step 4: Choose how the hyperlink will open (in a new window is preferred)

Step 5: Select Insert
Creative Commons images

Photos for Class
http://photosforclass.com/

Pixabay
https://pixabay.com/

Unsplash
https://unsplash.com/

Morguefile
http://morguefile.com/

Splash some Creative Commons onto your homepage - Blog post explaining more! (http://uimagine.edu.au/qltonline/)
Inserting image files.....

Step 1: Select IMAGE icon on Content menu

A pop-up window opens.....

Step 2: Browse Computer for image file

Step 3: Select ‘Insert’
Inserting video files.....

Step 1: Select VIDEO icon on Content menu

Step 2: Add video URL eg from YouTube

Step 3: Select ‘Insert’
KPI11: Students experience a subject that provides the opportunity for peer-to-peer interaction in the online space
What does this look like?

And does it apply to every subject?

Short answer....

• Opportunity for interaction, as per KPI9, is part of the learning design of the subject

• YES, every subject is to consider how to provide some form of online interaction opportunity that is relevant to the needs of student learning
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.
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
Discussion forum examples…..

Example 1: ONE discussion forum available

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Subject Forum</td>
<td></td>
<td>45</td>
<td>45</td>
<td>22</td>
</tr>
</tbody>
</table>

Example 2a: TWO or more discussion forums (with or without a distinct pattern)

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Subject Forum</td>
<td>This forum is for all students to post questions about Assessment 1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Assessment 1</td>
<td>This forum is for all students to post questions about Assessment 1</td>
<td>4</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>This forum is for all students to post questions about Assessment 2</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
**Discussion forum examples**

**Example 2b: TWO or more discussion forums (with or without a distinct pattern) - longer example**

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment 2 Discussions</strong></td>
<td>Use this forum to share ideas, resources and questions about Assignment 2.</td>
<td>181</td>
<td>9</td>
<td>24</td>
</tr>
<tr>
<td><strong>ETL523 - The Cafe is Open!</strong></td>
<td>Students are invited to start threads and respond to others in this forum with topics beyond and above the usual module discussions. You may have a general question about the subject, an experience you wish to share, information about education in general etc etc. I will be in this forum as well and will respond where I think I can help cut or add to the conversation. The only request I make of you here is that you observe good digital citizenship and keep your conversations professional at all times. This is not a place to air grievances or complaints - those communications should be private - and I am more than happy to receive and respond via personal email. Thanks everyone!</td>
<td>6</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td><strong>Assignment 1 Discussions</strong></td>
<td>Use this discussion forum to share ideas and questions about Assignment 1: Digital Citizenship Learning Module</td>
<td>40</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>Introduction to ETL523</strong></td>
<td>Use these forums to introduce yourself and share ideas about subject tools.</td>
<td>109</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td><strong>Module 1 Discussions: What is digital citizenship?</strong></td>
<td>Use these forum threads to discuss material in Module 1 - including digital citizenship for educators, students and in the curriculum</td>
<td>93</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td><strong>Module 2 Discussions: Issues in digital citizenship</strong></td>
<td>Use the threads in this forum to share ideas and resources to do with Module 2 material.</td>
<td>63</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td><strong>Module 3 Discussions: The digital learning environment</strong></td>
<td>Use these threads to share ideas and resources about Module 3 material.</td>
<td>36</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td><strong>Module 4 Discussions: Supporting the digital learner</strong></td>
<td>Use the threads in this forum to discuss material from Module 4.</td>
<td>44</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>
Example 2c: Threads from ex. 2b - staff & student initiated, based on & linked from Modules

<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>25/03/16 21:10</td>
<td>Module 1 Think, reflect &amp; discuss</td>
<td>Melissa Myles</td>
<td>Published</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>12/03/16 21:05</td>
<td>Module 1.0 Think, reflect, discuss</td>
<td>Gregory Kay</td>
<td>Published</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>07/03/16 18:53</td>
<td>Activity 1: sharing digital citizenship and DLE ideas</td>
<td>Karen Malbon</td>
<td>Published</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>26/02/16 16:10</td>
<td>Readings</td>
<td>Jodi Fokkens</td>
<td>Published</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>04/02/16 11:06</td>
<td>Module 1.4: Digital citizenship in the curriculum</td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>04/02/16 11:05</td>
<td>Module 1.3: Digital citizenship for students</td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>04/02/16 11:03</td>
<td>Module 1.2: Digital citizenship for educators</td>
<td>Julie Lindsay</td>
<td>Published</td>
<td>0</td>
<td>31</td>
</tr>
</tbody>
</table>
### Student-led discussions

#### Example 3: Threads within ‘Assignment 2’ Discussion - student initiated

<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 21:28</td>
<td>Recommendations</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>2</td>
<td>2</td>
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<tr>
<td>26/05/16 16:47</td>
<td>Referencing multiple course material</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>26/05/16 11:06</td>
<td>Spelling</td>
<td>Jacques Du Toit</td>
<td>Published</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>26/05/16 06:58</td>
<td>dot pointe</td>
<td>Glenda Morris</td>
<td>Published</td>
<td>0</td>
<td>2</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>
## Example 4: Forums delineate multiple teachers and/or campuses for one subject

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment 1</td>
<td>General questions about assessment 1</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Assessment 2</td>
<td>General questions about assessment 2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Albury Students</td>
<td>Use for general questions/comments for the Albury Lecturer</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Bathurst Students</td>
<td>Use for general questions/comments for the Bathurst Lecturer</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Dubbo Students</td>
<td>Use for general questions/comments for the Dubbo Lecturer</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Animation to prompt discussion**
## Discussion forum examples

### Example 5a: Discussions linked from modules, Lecturer feedback, Student discussion in threads

<table>
<thead>
<tr>
<th>Forum</th>
<th>Description</th>
<th>Total Posts</th>
<th>Unread Posts</th>
<th>Total Partic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Item 2 Part 1 EED408 &amp; EED502 Forum</td>
<td>Please post here any questions or issues about planning and preparing Part 1 of Assessment Item Two for EED408 &amp; EED502</td>
<td>89</td>
<td>69</td>
<td>17</td>
</tr>
<tr>
<td>Assessment Item 2 Part 2 EED408 Forum</td>
<td>Please post here any EED408 Part 2 questions</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Assessment Item 2 Part 2 EED502 Forum</td>
<td>Please post here any EED502 Part 2 questions</td>
<td>18</td>
<td>18</td>
<td>6</td>
</tr>
<tr>
<td>Subject Questions Forum</td>
<td>Please place here any subject questions or issues about subject content, organisation, resources or module/topic content that you would like to enquire about</td>
<td>51</td>
<td>51</td>
<td>18</td>
</tr>
<tr>
<td>Module 1 Topic 1 Discussion Forum</td>
<td>You can now open this link to this Discussion Forum and read the Lecturer Feedback on your Discussion Forum posts</td>
<td>107</td>
<td>38</td>
<td>54</td>
</tr>
<tr>
<td>Module 1 Topic 2 Discussion Forum</td>
<td>You can now open this link to this Discussion Forum and read the Lecturer Feedback on your Discussion Forum posts</td>
<td>61</td>
<td>61</td>
<td>37</td>
</tr>
<tr>
<td>Module 1 Topic 3 Discussion Forum</td>
<td>You can now open this link to this Discussion Forum and read the Lecturer Feedback on your Discussion Forum posts</td>
<td>30</td>
<td>30</td>
<td>21</td>
</tr>
<tr>
<td>Module 1 Topic 4 Discussion Forum</td>
<td>You can now open this link to this Discussion Forum and read the Lecturer Feedback on your Discussion Forum posts</td>
<td>21</td>
<td>21</td>
<td>15</td>
</tr>
</tbody>
</table>
Example 5b: Lecturer feedback thread

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 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
### 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
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
Virtual Handshakes or Resource sharing - Padlet

Kym McCullough
finally

Bianca Morschel
This is my beautiful kitten Colin. He was found at our school under the stage in the Prep playground when he was 3.5 weeks old and was hand raised by a local vet. He came to live with me only 2 months ago and I cannot imagine life without him - except when I am using the computer.

Kathleen Harrison
This is my boyfriend Sam and I at Cradle Mountain, TAS. I had been thinking about undertaking the TL qualification for years but it was Sam who gave me that final push and really encouraged me to follow this passion. It's not going to be an easy course; I hope he knows what he's got us in for! <3

Miriam Meehan
I am a teacher-librarian of around 30 years experience. I love teaching history and I love being able to assist staff and students with their information and learning questions. I have taught in both government and independent schools in Victoria and I have enjoyed my time in both sectors. I keep trying to learn new things but I can be a slow learner at times!! I do love cats; Jed is our boy cat - cute but naughty!!

Sarah Pade
Here is my working space. Over the last year I have been slowly changing the look of the library to make it more open and inviting for students and the school community. Our lovely P&C donated money to buy our ottomans, which the students absolutely love :)

Jodi Fokkens
This is my Library decorated for IWD on Tuesday.

Keith Olbery
This is a view not far from my place, on the shores of Lake Macquarie.

Melinda Hall
Here is a Movie trailer that some students helped me make to introduce me and my role as Teacher Librarian.

Samantha Ellis
My lovely and very creative Support Learning School Officer helped me revamp the boring walls.

Kathryn Adams
Here’s a photo of the part of my library (1 of 4 sections) that was renovated this past Christmas holidays....what luck that one year after taking on the role of TL I got to redesign my library! You can even see the original 70's design still intact in the photo.

Natalie Spain
Learning is what we do every day. But when I take a relaxing break, this is where I'd like to be - Kona, Hawaii.

Yvette Drager
When I am not working in e-learning then I can often be found working in a theatre or on a film set in the makeup department. Working my magic. Do not panic!
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

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/hbailie/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.
Interaction via live meetings - Adobe Connect

Teacher ‘prompts’ via slides

‘Student-led discussions’
What strategies would you like to know more about?
Welcome to QLT Online FoArtsEd sandpit

This is where you will find new ideas and strategies for improved approaches to online learning and teaching. If you want to know something - please ask! If you want to see something developed here - please request! Visitors are invited to browse all areas of the site - there is something new going up each week.

UNDER CONSTRUCTION - THIS SITE IS ALWAYS UPDATING - PLEASE COME BACK OFTEN

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
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/dewsrsc.sqt?run=TopicRequest
KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space
Email me

jlindsay@csu.edu.au

anytime

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