### Final Agenda

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Blended and Active Learning Innovation (BALI)
Community of Practice

A/Prof Pedro Isaias
Aims

This CoP intends to provide a community of practice for blended and active learning innovation. It intends to raise awareness to the themes as well as provide practical guidance for academics and learning designers intending to implement it.

This CoP will enable participants to:
- Learn from good exemplars showcase of blended and active learning practices across UQ;
- Reflect and share on the application of the above mentioned practices;
- Acquire practical guidelines and lessons learnt to effectively implement the mentioned practices in their course;
- Assess the results from implementing the mentioned practices;
- Plan and produce educational research papers from the referred initiatives.
How it works

• **Meeting f2f, 4 times per year, 3 hours sessions**
  Next sessions (2-5 pm):
  • 7th May
  • 20th August
  • 8th October

• **On-line presence**
  Contents from workshops made available as well as other resources.

• **Support groups**
  For mentoring into developing educational research papers.
# Workshop 1/2019 Agenda

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Will it blend?

Using hybrid learning to improve learning and engagement in the classroom

Blake McKimmie
Crime101 Drama

- 1.25 hours
- 8 days
- Up to 3 cameras
- $110,000
- 120 hours

Each episode

- Sound: 4 days
- Rough edit: 3 days
- Fine edit: 3 days

The Trial

- 3 days to film
- 9 actors
- 30 extras
- 6 hours to set dress
- 13 jurors

- 6 months planning
- Filmed on campus
- 2 body doubles
- 3 VFX shots

- 74,000 students
- 4 hour gym class
- 6 months planning
- Filmed on campus
- 2 body doubles
- 3 VFX shots
15 min video

0 5 10 15 20

Script
Filming
Editing
Graphics
Render
Review
Re-edit
Render
Transcript

8 1 2 2 2 1 1 2 1
Challenges

Process

Outcomes

Recommendations
Easier tasks seen as more beneficial to learning (Carter et al., 2016; Potts & Shanks, 2014)

Poor insight into what improves learning (Benjamin, Bjork, & Swartz, 1998; Castel, McCabe, & Reedier, 2007)

Evaluations and learning negatively correlated (Kornell & Hausman, 2016)

Over confidence a barrier to learning (Dunlosky & Rawson, 2012)
Easier tasks seen as more beneficial to learning  
(Carter et al., 2016; Potts & Shanks, 2014)

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WELCOME TO UQ

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

Create change
My name is Rebecca Reddie and I’m running with THRIVE to be your 2017 UQU President.

Every year, you pay student fees directly to UQU. You deserve to get your money’s worth and you deserve a world-class campus experience. THRIVE is the only team who can deliver this for every student.

In 2017, THRIVE will bring:

- $4 Basics, $8 Beer & Cider Jugs
- Free Bootcamps & Yoga Classes
- $2 Coffees
- Vegan Outlet
- Recorded Tutorials & 7 Day SWOTvac

My name is Gabii Starr and I am running as Reform’s candidate for UQU President. This year, I have had the honour to serve as the current UQU Secretary. From this experience, I have seen first-hand the impact that a student-centred and hardworking student union can have.

Over the last three years, Reform has brought you free breakfast three times a week, expanded exam support stalls including puppies and pancakes and delivered compulsory lecture recordings and a free no-questions-asked deferred exam. In 2017, Reform will bring free weekly dinners, extended reflection hours and a free accountant at tax time.

Reform has a proven record of delivering a vibrant campus culture, bringing you events like Ignite, Roller Rink and Cultural Fields. We have also increased funding for clubs and societies combined with a fair-funding model so everyone gets a fair go.

Reform is the only ticket with a proven record of representing and fighting for all students, supporting those in need, ensuring the Union is accountable and providing a fun and engaging campus culture.


For more information, check us out on Facebook or go to reformforuqu.com
McDONALD'S
$4 BASICS, $8 BEER & CIDER JUGS
FREE BOOTCAMPS & YOGA CLASSES
$2 COFFEES
VEGAN OUTLET
RECORDED TUTORIALS & 7 DAY SWOT VAC
McDONALD’S
$4 BASICS, $8 BEER & CIDER JUGS
FREE BOOTCAMPS & YOGA CLASSES
$2 COFFEES
VEGAN OUTLET
RECORDED TUTORIALS & 7 DAY SWOTVAC
A vote for Student Action is a vote for a union with a social conscience.

Unlike many people you’ll see walking around in coloured shirts this week, we are not wannabe politicians looking to pad our resumes, but an experienced group of unionists and left-wing activists who are active all year round, fighting against attacks on our education and for social justice.

The UQ Union is one of the biggest and most well-resourced student unions in the country, and yet today it resembles a corporate body which merely exists to operate the food court and organize puppy-petting sessions! We are running in this union election this year because we want our union to be far more than just a service-provider, but an activist body that goes on the front foot to demand cheaper, better quality education and student services, and for social justice more broadly. We’ve already got a track record of this – in Brisbane it was our members who led the successful campaigns which staved off Julia Gillard’s $2.3 billion cut to higher education funding in 2013, and Tony Abbott’s fee deregulation ($100,000 degrees) in 2014.5. We have also long been active in the campaigns for refugee rights, marriage equality, and opposing Islamophobia. Also, our secretary candidate, Duncan Hart, famously took on Coles in the Fair Work Commission in June and won, helping expose the illegal underpaying of 72,000 workers.

Given the opportunity to introduce this progressive, activist outlook to our union next year, we will continue to fight against the introduction of fee deregulation, defend our student services by fighting to retain the 221 IT services workers UQ is trying to sack, demand the State Government reintroduces Translink commission for part-time students, introduce a scholarship for refugees campaign for UQ to divest from its fossil fuel investments, and more! If you agree with this vision for our union, vote [1] Student Action, and preference [2] Reform to keep anti-union forces out of the UQJN.

Team Rocket’s Plan For UQJN

Cheaper food options with a loyalty card and a daily volunteer-run food co-op

Better employment opportunities by focusing on Clubs and Societies that get you hired

Renovating Hartley Tink and fixing elevators

Strong, Bearded Leadership

Vote for the team that has no political party backing!
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Reform is the only ticket with a proven record of representing and fighting for all students, supporting those in need, ensuring the Union is accountable and providing a fun and engaging campus culture.
for President

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Engagement

Learning

Satisfaction
Spaced learning vs cramming
(Carter et al., 2016; Potts & Shanks, 2014)

Repeated testing before and after aids memory
(Roediger & Butler, 2011)

Testing is better than re-reading
(Carpenter, Pashler, & Vul, 2006)

Being in class while learning aids learning
(Bjerregaard, Haslam, & Morton, 2016; Louis, Bastion, McKimmie, & Lee (2016))
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Process

Challenges

Outcomes

Recommendations
PSYC2361

THE UNIVERSITY OF QUEENSLAND

ONLINE: 1 TO 1.5 HOURS PER WEEK
IN CLASS: 3 HOURS PER WEEK

COORDINATORS:
BLAKE MCKINNIE
BARBARA MASER

Additional Lectures: MARK HORNSKILL

SUMMARY:
This course systematically explores the effectiveness of the law and justice system from a psychological perspective. By experiencing a fictional case first-hand, you will learn about the psychology of law and some of the misconceptions commonly held about criminal justice. You will follow the fictional crime from when it is committed, during the investigation phase, through to the trial.
Online

- Drama videos
- Lecture videos

Online activities
- Online discussion
- Post-test MCQ

On campus

- Pre-test MCQ
- Post-test MCQ

- Written test
- Activities
- Group answer

- Workshop
Engagement
Attendance by week 2018

Source: Tests
PSYC2361 Lecture video views

Source: Youtube
Learning
Pre-post online quiz marks

Pre-post: $F(1, 336) = 597.26, p < .001, \eta^2 = .93$
Episode: $F(7, 336) = 13.75, p < .001, \eta^2 = .22$
Interaction: $F(7, 336) = 6.71, p < .001, \eta^2 = .12$

38.2% improvement
Pre-post online quiz marks

2015
Pre-post: $F(1, 336) = 597.26, p < .001, \eta^2 = .93$
Episode: $F(7, 336) = 13.75, p < .001, \eta^2 = .22$
Interaction: $F(7, 336) = 0.71, p < .001, \eta^2 = .12$

38.2% improvement

2016
Pre-post: $F(1, 378) = 520.83, p < .001$
Episode: $F(7, 378) = 2.50, p < .05$
Interaction: $F(7, 378) = 1.23, p = .29$

30.8% improvement

2017
Pre-post: $F(1, 441) = 479.67, p < .001$
Episode: $F(7, 441) = 22.74, p < .001$
Interaction: $F(7, 441) = 4.90, p < .001$

35.5% improvement
Pre-post in-class test marks

Pre-post: $F(1, 252) = 163.57, p < .001, \eta^2 = .82$
Episode: $F(7, 252) = 33.35, p < .001, \eta^2 = .48$
Interaction: $F(7, 252) = 5.47, p < .001, \eta^2 = .13$

13.3% improvement
$F(5, 95) = 33.16, \ p < .001, \ \eta^2 = .65, \ r = .78$
**2015**

\[ R(5, 95) = 33.16, p < .001, \eta^2 = .65, r = .78 \]

**2016**

\[ R(3, 92) = 4.55, p < .001, \eta^2 = .13, r = .28 \]

**2017**

\[ R(3, 92) = 12.77, p < .001, \eta^2 = .29, r = .50 \]
Recommendations

• Have a clear idea why you are blending (the more focussed the better)

• Make a plan for what you are doing

• Be realistic about how much work it will be

• Iterate based on feedback from colleagues and students
Why No Then and Why Now
Course Background

Introductory Macroeconomics

1st year course for BEcon students

~ 50% non-economic students, mostly don’t do 2nd macro courses

About 400 students per semester

Down from 1000 because Business students move to a different course
Course Background

Old Teaching Scheme
- 2-hr lecture
- 1-hr PASS
- 1-hr tutorial

New Teaching Scheme
- Online lecture (10 wks): ~7 x 6min videos p/w
- 2-hr tutorial
Online material examples

Typical lecture video
Week 10: Law of One Price

Handwriting lecture video
Week 2: Neoclassical Growth Model Part 1
Assessments

Old Assessment Scheme
- One weekly assessment – online quizzes (20%)
- Mid-semester exam (30%)
- Final exam (50%)

New Assessment Scheme
- 2 weekly assessments – online quizzes (10% + 20% = 30%)
- One written assignment – country report (30%)
- Final exam (40%; hurdle: 16% out of 40%)
My Experience So Far… (1)

Chance to make big changes

Resources and support

Student-Staff program

Costly to reshoot videos

Don’t mention course code/name in videos

CRICOS code 00025B
Aim to be good enough, not to be perfect

Coordinator as curator

Week 3: The Future of Employment

My Experience So Far… (2) – Diminishing Returns
My Experience So Far… (3)

More to blended learning than videos

Try to be in the shoes of students

Start early

Do you best and be content with imperfection and uncertainty
Tips on making your classes active

Associate Professor Jason M Lodge

School of Education & Institute for Teaching and Learning
Innovation
The University of Queensland

jason.lodge@uq.edu.au
What is active learning?
Students and their notebooks at The Missouri School of Journalism

Image credit: mac.blorge.com
Active Learning: Effects of Core Training Design Elements on Self-Regulatory Processes, Learning, and Adaptability

Bradford S. Bell
Cornell University

Steve W. J. Kozlowski
Michigan State University

This article describes a comprehensive examination of the cognitive, motivational, and emotional processes underlying active learning approaches; their effects on learning and transfer; and the core training design elements (exploration, training frame, emotion control) and individual differences (cognitive ability, trait goal orientation, trait anxiety) that shape these processes. Participants ($N = 350$) were trained to operate a complex, computer-based simulation. Exploratory learning and error-encouragement framing had a positive effect on adaptive transfer performance and interacted with cognitive ability and dispositional goal orientation to influence trainees’ metacognition and state goal orientation. Trainees who received the emotion-control strategy had lower levels of state anxiety. Implications for development of an integrated theory of active learning, learner-centered design, and research extensions are discussed.

Keywords: active learning, training, self-regulation, adaptive performance

For many years, training research and practice focused on the learner as a passive recipient, rather than as an active participant, in training interventions (Ford & Kraiger, 1995). Traditional behavioral approaches to learning and instruction emphasized the importance of tightly structuring the learning environment, so as to limit trainees’ control, and of providing step-by-step instruction on the complete task and its concepts, rules, and strategies (Ivancic & Hesketh, 1995; Smith, Ford, & Kozlowski, 1997). This approach to training was attractive, because it proved an efficient and effective means of developing routine expertise and of promoting analogical transfer, or the transfer of skills to problems similar to those encountered in training (Frese, 1995).

More recently, a learner-centered approach to training design has evolved that views learners as active participants in their own learning experience (Bruner, 1966; Frese & Altman, 1989; Salas & Cannon-Bowers, 2001). Although there is a wide variety of educational philosophies that touch a common theme of learner-centered experience (e.g., experiential and action learning), we are particularly interested in active learning approaches. Active learning approaches not only give people control over their own learning but use formal training design elements to shape the cognitive, motivational, and emotional learning processes that support self-regulated learning (Bransford, Brown, & Cocking, 1999; Mayer, 2004). This shift has emerged, in part, from the realization that the routine expertise developed through traditional behavioral approaches to training can be a liability in the flexible and constantly changing work environments that characterize modern organizations (Hesketh, 1997). Research has shown, for example, that individuals who possess routine expertise have difficulty adapting their knowledge and skills when deep structural principles of their problem domain change (Devine & Kozlowski, 1995; Sternberg & Frensch, 1992). Today’s computer-based training applications provide individuals with an unprecedented degree of control over their learning (Bell & Kozlowski, 2002; K. G. Brown, 2001). In the words of K. G. Brown and Ford (2002), “Once the computer program is set up, the burden for active learning switches to the learner” (p. 194).
Re-imagining active learning: Delving into darkness

Gloria Dall’Alba and Søren BengtSEN

ABSTRACT
Ample attention is being paid in the higher education literature to promoting active learning among students. However, critical examination of educational purposes and ends is largely lacking in this literature on active learning. In expanding this debate, we consider it important to ask: About what substantive matters are students to be active? To what end is this activity directed, especially beyond gaining skills and competences within a unit of work or course? In this article, we critique and extend the conceptualisation of active learning. In particular, we discuss dimensions that are neither readily visible nor instrumental, which are overlooked in much of this literature. In doing so, we explore features and potential consequences of such an expanded conceptualisation. Drawing from educational philosophy and, in particular, existential philosophies, we show that active learning may also be partly invisible, unfocused, unsettling, and not at all instrumental—sometimes even leaving the learner more confused and (temporarily) incompetent. However, such forms of undisclosed or ‘dark’ learning, we conclude, are necessary and even vital counterparts for the forms of active learning that flood higher education curricula today.

ARTICLE HISTORY
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Revised 18 December 2018
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KEYWORDS
Active learning; dark learning; darkness in learning; nothingness
On Two Metaphors for Learning and the Dangers of Choosing Just One

Anna Sfard

This article is a sequel to the conversation on learning initiated by the editors of Educational Researcher in volume 25, number 4. The author’s first aim is to elicit the metaphors for learning that guide our work as learners, teachers, and researchers. Two such metaphors are identified: the acquisition metaphor and the participation metaphor. Subsequently, their entailments are discussed and evaluated. Although some of the implications are deemed desirable and others are regarded as harmful, the article neither speaks against a particular metaphor nor tries to make a case for the other. Rather, these interpretations and applications of the metaphors undergo critical evaluation. In the end, the question of theoretical unification of the research on learning is addressed, wherein the purpose is to show how too great a devotion to one particular metaphor can lead to theoretical distortions and to undesirable practices.

Educational Researcher, Vol. 27, No. 2, pp. 4–13

that guide us. This means digging out the metaphors that underlie both our spontaneous everyday conceptions and scientific theorizing. Indeed, metaphors are the most primitive, most elusive, and yet amazingly informative objects of analysis. Their special power stems from the fact that they often cross the borders between the spontaneous and the scientific, between the intuitive and the formal. Conveyed through language from one domain to another, they enable conceptual osmosis between everyday and scientific discourses, letting our primary intuition shape scientific ideas and the formal conceptions feed back into the intuition. Thus, by concentrating on the basic metaphors rather than on particular theories of learning, I hope to get into a position to elicit some of the fundamental assumptions underlying both our theorizing on learning and our practice as students and as teachers. First, however, let me add a few words on the relative status of language, metaphors, and scientific theories.
Acquiring information

vs.

Participating in thinking
Suggestions for improving text understanding often prescribe activating prior knowledge, a prescription that may be problematic if students do not have the relevant prior knowledge to begin with. In this article, we describe research about a method for developing prior knowledge that prepares students to learn from a text or lecture. We propose that analyzing contrasting cases can help learners generate the differentiated knowledge structures that enable them to understand a text deeply. Noticing the distinctions between contrasting cases creates a “time for telling”; learners are prepared to be told the significance of the distinctions they have discovered. In 3 classroom studies, college students analyzed contrasting cases that consisted of simplified experimental designs and data from classic psychology experiments. They then received a lecture or text on the psychological phenomena highlighted in the experiments. Approximately 1 week later, the students predicted outcomes for a hypothetical experiment that could be interpreted in light of the concepts they had studied. Generating the distinctions between contrasting cases and then reading a text or hearing a lecture led to more accurate predictions than the control treatments of (a) reading about the distinctions between the cases and hearing a lecture, (b) summarizing a relevant text and hearing a lecture, and (c) analyzing the contrasting cases twice without receiving a lecture. We argue that analyzing the contrasting cases increased students’ abilities to discern specific features that differentiated classes of psychological phenomena, much as a botanist can distinguish subspecies of a given flower. This differentiated knowledge prepared the students to understand deeply an explanation of the relevant psychological principles when it was presented to them. These results can inform constructivist models of instruction as they apply to classroom activities and learning from verbal materials. In particular, the results indicate that there is a place for lectures and readings in the classroom if students have sufficiently differentiated domain knowledge to use the expository materials in a generative manner.
Micro-skills

What does that mean?
Top 10 Behaviour Management Strategies

January 29, 2016 by Shaun Killian —

Most teachers are not surprised to learn that successful behaviour management is crucial to both students’ success and to their own sanity. However, you may not be sure which behaviour management strategies have the most impact.

When behaviour management is talked about in many schools, the conversation focuses on the:

- Importance of rules and routines
- Appropriateness of punishments or consequences
Some theory*

*but just a little bit
distance education (Garrison, 1985, 1989, 2009a) requiring new theoretical perspectives. It drew upon previous scholarship by a number of scholars including Henri (1991), such as John Dewey's work on theories of teaching and learning in higher education. Philosophically, the CoI framework is consistent with Dewey's work on the theories of teaching and learning in higher education. The phrase community of inquiry was borrowed from Lipman and others, who argued that inquiry was a social activity and went to the essence of critical thinking. It has been stated that the CoI framework is a process model. The framework attempted to outline not only the core elements (social, cognitive and teaching presence) but also the dynamics of an online educational experience. Our connection to Dewey was especially important in the development of the concept of cognitive presence in an educational experience. Our connection to Dewey was especially important in the development of the concept of cognitive presence in an educational experience. Our connection to Dewey was especially important in the development of the concept of cognitive presence in an educational experience. In this regard, it should be noted that the CoI framework is dependent on the subject matter, the learners and the communication technology. However, this can be misleading, as the CoI framework is dependent on the subject matter, the learners and the communication technology. However, this can be misleading, as the CoI framework is dependent on the subject matter, the learners and the communication technology. However, this can be misleading, as the CoI framework is dependent on the subject matter, the learners and the communication technology.

The Community of Inquiry framework was intended to offer a collaborative and worthwhile educational experience. In this regard, it should be noted that cognitive presence is clearly a concept that has evolved over time, with critical thinking being elevated cognitive presence to a higher status within the CoI than it was at the time of the seminal paper. Looking back on the CoI seminal paper, some of the language we used perhaps carried over into the CoI framework more than we intended. While much of this is understood and taken for granted today, 10 years ago it was important to point out the enormous differences in engaging in asynchronous online, as opposed to face-to-face or teleconferenced, modes of developing communities and conferences, which was the creation and sustainability of a community of inquiry. The strengths and weaknesses of fast-paced, spontaneous spoken language were argued to be crucial considerations. We believed at the time that the effect of lack of non-verbal cues in online communication was exaggerated and that the strengths of text-based communication often more than compensated for the lack of non-verbal cues in online communication. While much of this is understood and taken for granted today, 10 years ago it was important to point out the enormous differences in engaging in asynchronous online, as opposed to face-to-face or teleconferenced, modes of developing communities and conferences, which was the creation and sustainability of a community of inquiry.

Fig. 1. Community of inquiry framework.

While considerable effort has been focused on studying each of the three presences, there have not been re-conceptualizations or elaborations of these theoretical frameworks. Among the presences could have been emphasized to a greater extent. There have been re-conceptualizations and elaborations of these theoretical frameworks. Among the presences could have been emphasized to a greater extent.

We obtained a research grant in 1997, which permitted us to begin the process of validating our conceptual model. At this point our research team was expanded and enhanced by the valuable addition of Liam Rourke, a masters and later doctoral student at the University of Alberta. Liam was instrumental in the development, testing and validation of the methods that evolved during the first years of the CoI project. His contribution was noted in his development of the COI model. His contribution was noted in his development of the COI model. His contribution was noted in his development of the COI model. His contribution was noted in his development of the COI model. His contribution was noted in his development of the COI model. His contribution was noted in his development of the COI model. His contribution was noted in his development of the COI model.
Teaching as design

Peter Goodyear*
University of Sydney, Australia

This review paper draws together some ideas emerging from recent research and development activity in the field of ‘design for learning’. It explores the argument that teaching in higher education will necessarily shift the balance of its efforts towards a greater investment in design, as a way of coping with otherwise intolerable pressures on staff and resources. It frames this argument by expanding the core conceptions of what teaching work entails and then focuses on some characteristic qualities of teaching as a design activity. Research relevant to ‘teaching as design’ intertwines issues that are of practical and theoretical significance. The scientific study of teachers’ design work can be seen as falling into three main areas: design epistemology (or the study of ‘designerly ways of knowing’), design phenomenology (the study of the products of the design process), and design praxiology (the study of the practices and processes of design). The paper introduces some examples of work in each of these areas and identifies areas that need further research. For practical purposes, the paper discusses ways of building design capacity within universities, through sharpening the focus on students’ activity, and helping students to take greater control over the design of their own learning tasks and learning environments.

Keywords: university teaching; learning design; design research.
Goodyear (2005)
Core teaching skills
Core teaching micro-skills

- Explanation
- Reinforcement
- Stimulus variation
- Space usage
- Use of technology
- Illustration
- Questioning
- Response management
Results

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Resources
Pedagogical Content Knowledge (PCK)
Technological Pedagogical Content Knowledge (TPCK)
Empowering educational innovation

For teachers

For tutors

For students

SECaT evaluations

Open courses

Peer observation
3. Active learning

Active learning can essentially be defined as “students doing things and thinking about what they are doing” (Borwell and Elson, 1991).

The aim of active learning is to provide opportunities for learners to think critically about ideas through a range of activities that deepen and challenge students’ understanding. Active learning activities can range from low-stakes (more simple) to high-stakes (more complex) activities.

Active learning approaches are supported by the Higher Education Learning Framework (PDF, 187KB) and a range of studies of practice including Freeman et al. (2014) (PDF, 784KB), and Hake (1998).

Low-stakes activities

- **Think, Pair, Share (PDF, 211KB)** is designed to encourage students to share and discuss ideas around a particular topic, issue or problem.
- **The Minute Paper (PDF, 232KB)** is designed to take a minute to complete. It is commonly used at the end of class to diagnose students’ understanding of key concepts or topics, but can also be used throughout the lecture.
- **The Jigsaw technique (PDF, 574KB)** is designed for cooperative learning in small groups.
- **Mind mapping (PDF, 780KB)** is a visual exercise to help students organise and structure complex content.

High-stakes activities

The following strategies are more structured and require greater levels of planning and design:

- Collaborative learning
- Case studies
- Peer learning
- Enquiry based learning
- Problem based learning
- Project based learning
How to use these Top Tips Cards

The 10 top tips are short, quick and simple strategies to help engage (and entertain) students in the lecture theatre, specifically in larger classes when 1-2-1 interaction and small group or tutorial work is not possible.

Each card is a new strategy showing how to incorporate it into your practice and includes the equipment required. Also included is a few ways the activities could be enhanced. The cards include a risk factor which is really linked to your confidence levels! The riskier strategies, if they do not ‘come off’, have a higher chance of confusing the students or distracting from the overall session aims.

You should incorporate these ideas into your sessions, start off with the low risk activities and when you see the impact it can have on your sessions, move on to the medium and high risk activities.

Have confidence when trying new things and always be mindful of student feedback. Reflect on your practice and, when you can, learn from your colleagues. In the words of the Jedi grandmaster, Yoda, “Always pass on what you have learnt.”

A word from Ian

I want you to cast your mind back to your days as an undergraduate student, when on a Monday morning at 9 o’clock in deepest January you have dragged yourself through freezing temperatures to sit in a lecture on something you were not looking forward to (in my area this would be Biochemistry or Statistics). Chances are you have been in a situation like this in your days as a student: can you actually recall it? Chances are they have been assigned to the brain waste disposal bin.

There may of course be some lectures you can recall. These could be because of the scintillating subject matter, but more likely it was because of the presenter! We can all recall that doctor or professor that no matter what they were talking about they made every session engaging, enthralling and entertaining.

Entertainment is not something that is taught in a traditional Postgraduate teaching course or flagged up as essential on job criteria of lectureship posts, but I think they should be! The great Greek philosopher Aristotle said: “Educating the mind without educating the heart is no education at all.”

Ian Turner is a Senior Lecturer in Biological & Forensic Science at the University of Derby. Ian was named a National Teaching Fellow in 2014. He is known for wearing bright coloured socks & dressing up when he teaches. He has not ridden a unicycle & juggled in a lecture as of yet!
ABC is an effective and engaging hands-on workshop that has now been trialled with great success over a range of programmes. In just 90 minutes using a game format teams are able to work together to create a visual ‘storyboard’ outlining the type and sequence of learning activities (both online and offline) required to meet the module’s learning outcomes. ABC is particularly useful for new programmes or those changing to an online or more blended format.

http://blogs.ucl.ac.uk/abc-ld/
### Learning types activities, V- Visible learning A - can be assessed (F or S)

#### Investigation
- Web search (forum, wiki) V
- OER resources (external)
- Literature reviews and critiques (forum/blog/wiki/RSS) V
- Field/lab observations (media/blog/wiki) V
- Action research V
- Authentic research / data analysis – write a paper V
- Lead a group project V

#### Practice
- **MCQs - formative with automatic feedback V/A**
- Online role play (forum, virtual classroom)
- Reflective tasks – group or individual (forum) V/A
- Case studies (forum, lesson) V/A
- Rapid-fire exam questions (forum) V/A
- Advanced role play – you are the consultant etc. V

#### Production
- **Interview an expert (video/forum/chat) V**
- Literature reviews and critiques (forum/blog/wiki/RSS) V/A
- **MCQs - formative with automatic feedback V/A**
- Develop a shared resource library (database/glossary/wiki) V/A
- Shows/demonstrates learning (displays, posters, presentations) V/A
- Portfolios (MyPortfolio) V/A
- Case studies (forum, lesson) V/A
- Summarisation tasks (upload texts – individual or group) V/A
- **Rapid-fire exam questions (forum) V/A**
- Concept mapping (external) V
- Create video of performance (media) V/A
- Audio commentary of performance (media) V/A
- Skype or virtual classroom 'viva' V/A
- Make and give a presentation (external) V/A
- Video blog (external) V/A
- Write a report (external) V/A
- Make an analysis (external) V/A
- Case studies V/A
- **Advanced role play – you are the consultant etc. V**

#### Collaboration
- **Collaborative wiki - what do we know about ...? V/A**
- Develop a shared resource library (database/glossary/wiki) V
- Social networking – participate (external) V
- Special interest groups - share on a topic (forum) V
- Mentor other learners V

#### Discussion
- **Interview an expert (forum/chat) V**
- Webinars (virtual classroom) V
- Model answers/examples of previous work (forum)
- Analyse chat text (in course or uploaded) V
- Job/professional reflections (blog) V/A
- Group discussions on the topic, problem, reading (chat/blog/wiki) V/A
- Social networking – participate (external) V
- Reflective tasks – group or individual (forum) V/A
- Special interest groups - share on a topic (forum) V
- Lead a group project V/A

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@ABC_LD
UCL Digital Education
Harvard one minute paper
What is the one main thing you will take away from this session?

What is the one thing you are still unsure about?
Tips on making your classes active

Associate Professor Jason M Lodge

School of Education & Institute for Teaching and Learning Innovation
The University of Queensland

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UQ Teacher Dashboard: Gaining Actionable Insight from Student Data

Dr Hassan Khosravi – Senior Lecturer Learning Analytics, ITaLI
Dr Aneesha Bakharia – Senior Programmer, ITaLI
How can we better understand the educational needs of diverse student populations?
How can we better understand the educational needs of diverse student populations?

- How did your students do in the midterm?
  - Grads vs. undergrads?
  - International students vs. domestic students?
  - Full-time vs. part time students?
  - Based on program?
Teacher Dashboard Vision

Filterable and comparative user interface for teaching staff to gain actionable insight from student data

- Main Screens
- Enrolment Profile
- Assessment
- Engagement Metrics
- Individual Student View

- Include data from a variety of systems with appropriate widgets for each system
- Blackboard
- Edx Edge
- Sinet
- Eventually Echo360, Kultura, UQ Active Learning Tools
Questions to Think About

• Does the current design provide a “Filterable and comparative user interface for teaching staff to gain actionable insight from student data”?
• What additional data must be included?
• What additional widgets, visualisations need to be included?
• What can be excluded?
• What authorization controls are needed? (eg predictive analytics should only be shown to Course Coordinations)
• Would you recommend this platform to your colleagues?
Teacher Dashboard Prototype:
https://goo.gl/dWLpSj
Questions?