Blended and Active Learning Innovation (BALI) Community of Practice

Workshop 2 – 7th May 2019, 2-5 PM
(Steele Bldg #3, room 329)

Final Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Description</th>
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<tbody>
<tr>
<td>14.00</td>
<td>Introduction to the session by Associate Professor Pedro Isaias</td>
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<td>Sandpit-Synergy-Showcase: Active Learning in Technology-enhanced settings, by Dr Kate McLay, School of Education</td>
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<td>Digital Literacies Project, by Associate Professor Peter Lewis, Director Teaching and Learning, School of Nursing, Midwifery and Social Work</td>
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<td>Active Learning for Large Classes, by Professor Lydia Kavanagh, Director of First Year Engineering, Faculty of Engineering, Architecture and Information Technology</td>
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<td>MKTG1501 blending process, challenges, outcomes and recommendations, by Dr Alastair Tombs, Business School</td>
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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

• On-line presence
  Contents from workshops made available as well as other resources:
  19\textsuperscript{th} February workshop contents available here:
  \url{https://itali.uq.edu.au/event/session/1364}

• Meeting f2f, 4 times per year, 3 hours sessions
  Next sessions (2-5 pm):
  • 20\textsuperscript{th} August
  • 8\textsuperscript{th} October
# Workshop 2/2019 Agenda

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Workshop Evaluation

Blended and Active Learning Innovation (BALI) Community of Practice

- **Showcase** blended and active learning across UQ
- **Reflect** on these practices
- *Effectively implement these practices in your course*
- **Assess** results from implementing practices
- *Plan/produce research papers from these initiatives*
The Digital Literacy Project (DLP)

Associate Professor Peter Lewis
digital technologies are intrinsic to the contemporary world of work
65% of UQ students agreed digital technologies make learning more enjoyable.
70% of UQ students agreed digital skills are important in their chosen career.
2018

• UQ Library developed 18 DL modules
e.g. social media; working with data;
employability; communicate and
collaborate online

• TIG funded Digital Literacy Project (DLP)
# UQ library modules...

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<thead>
<tr>
<th>#</th>
<th>Module Name</th>
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<th>Duration</th>
<th>Module Content</th>
<th>Location on Digital Essentials page</th>
</tr>
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</table>
| 1   | Accessibility & study hacks       | • introduces the concepts of accessibility and universal design               | Approx. 20 mins | 1. What is accessibility?  
2. Being accessible  
3. Creating accessible content  
4. Study hacks  
5. Summary and quiz  
6. More resources | ![Module 1 Diagram] |
| 2   | Communicate & collaborate online  | • explores the advantages and disadvantages of different methods of online   | Approx. 20 mins | 1. Ways to communicate online  
2. Effective online communication  
3. Collaborating online  
4. Collaboration tools  
5. Websites, videos and infographics  
6. Online issues and conflicts  
7. Summary and quiz  
8. More resources | ![Module 2 Diagram] |
| 3   | Employability                     | • Explores how digital footprint can affect professional image               | Approx. 30 mins | 1. Your digital footprint  
2. ePortfolio  
3. Creating your resume  
4. Building online networks  
5. Creating a Personal Learning Network  
6. Professional development  
7. Summary and quiz  
8. More resources | ![Module 3 Diagram] |
## UQ library modules...

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</table>
| 4  | Internet essentials | • helps to understand what the internet is and how it is regulated.  
• explains the basics of online privacy and cyber security | Approx. 30 mins | 1. The internet  
2. The web and web browsers  
3. URLs and domains  
4. Who controls the internet  
5. Privacy  
6. Cyber security  
7. Summary and quiz  
8. More resources | ![Module 4 Image] |
| 5  | Social media     | • explores the digital footprint students leave online  
• explore different social media platforms and their use | Approx. 20 mins | 1. Social media and the digital footprint  
2. Types of social media  
3. Why use social media  
4. Improve your online brand  
5. Social media for learning and teaching  
6. Content creation  
7. Other social media  
8. Summary and quiz | ![Module 5 Image] |
| 6  | Working with data | • explains what data is  
• examines how data is used  
• explores ways to analyse data | Approx. 30 mins | 1. What is data  
2. Uses of data  
3. Sources of data  
4. Clean data  
5. Analyse and display data  
6. Cite data  
7. Summary and quiz  
8. More resources | ![Module 6 Image] |
### UQ library modules...

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| 7 | Writing for the web| - explains how to write for online audiences  
                              - explores different ways to produce online content | Approx. 20 mins | 1. Your audience  
                              2. Plan the structure  
                              3. Write web content  
                              4. Web accessibility  
                              5. Make content findable  
                              6. Publish web content  
                              7. Summary and quiz  
                              More resources | ![Image](image1.png) |
| 8 | Choosing the right tool| - helps to find a tool for a specific task  
                              - allows to compare similar tools to find the best match |                | 1. Writing and referencing tools  
                              2. Collaborative tools  
                              3. Tools for working with images video and sound  
                              4. Presentation and infographic tools  
                              5. Study tools  
                              6. Coding tools  
                              7. Analysis and spreadsheet tools  
                              8. Organisational tools  
                              9. 3D Modelling tools | ![Image](image2.png) |
| 9 | Confidentiality & images | - explores some of the legal, ethical and organisational constraints to recording and sharing images  
                              - helps students to learn how the concept of confidentiality relates to images | Approx. 30 mins | 1. The rise of photography  
                              2. Confidential information  
                              3. Consent  
                              4. Use  
                              5. Storage and access  
                              6. Summary and quiz | ![Image](image3.png) |
<table>
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</table>
| 10 | Finding & using media | shows how to source media (including images, video, and audio) for your assignments  
  help students to understand copyright and licencing obligations so that they can ethically reuse media | Approx. 30 mins | 1. No copyright infringement intended  
  2. Copyright  
  3. Licences and attribution  
  4. Finding licensed works  
  5. Finding domain works  
  6. Finding public domain works  
  7. Summary and quiz | ![Image](https://web.library.uq.edu.au/moodle/3938/5#) |
| 11 | Password management  | provide information and guidance on account security  
  explore the use and benefits of password managers  
  outline common security issues | Approx. 20 mins | 1. Creating secure passwords  
  2. Have you been hacked?  
  3. How hacking happens  
  4. Account and password management  
  5. Two-factor authentication  
  6. Summary and quiz | ![Image](https://web.library.uq.edu.au/moodle/3938/5#) |
| 12 | UQ systems           | explores the UQ online systems.  
  helps to understand the roles of UQ systems in students’ learning journey | Approx. 30 mins | 1. Learn.UQ  
  2. Student enrolment  
  3. StudentHub  
  4. Lecture recordings  
  5. Student email  
  6. Printing at UQ  
  7. Assignment submission  
  8. UQ ePortfolio  
  9. Booking rooms | ![Image](https://web.library.uq.edu.au/moodle/3938/5#) |
| 13 | Digital Citizenship  | explains digital citizenship and its importance to students  
  helps identify and use appropriate behaviour online | Approx. 30 mins | 1. What is digital citizenship?  
  2. Getting online  
  3. Being online  
  4. Going offline  
  5. Summary and quiz | ![Image](https://web.library.uq.edu.au/moodle/3938/5#) |
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<tr>
<td>14</td>
<td>Working with files</td>
<td>• provides guidance and information on managing data and how this can</td>
<td>Approx.</td>
<td>1. Data storage</td>
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<td></td>
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<td>impact/support students’ studies</td>
<td>20 mins</td>
<td>2. Local storage</td>
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<td>• explores the importance of metadata in the digital world</td>
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<td>3. Backups</td>
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<td>• examines tools to improve productivity</td>
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<td>4. Metadata</td>
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<td>5. Naming conventions</td>
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<td>6. File formats/types and saving</td>
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<td>7. Summary and quiz</td>
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<td>8. More resources</td>
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<tr>
<td>15</td>
<td>Writing, citing and submitting</td>
<td>• cover planning assignment and examine what plagiarism is</td>
<td>Approx.</td>
<td>1. Writing or creating assignments</td>
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<tr>
<td></td>
<td></td>
<td>• provide guidance on referencing assignment</td>
<td>25 mins</td>
<td>2. Plagiarism</td>
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<td></td>
<td>• explain how assignments should be submitted</td>
<td></td>
<td>3. Referencing</td>
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<td>4. Submitting your assignment</td>
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<td>5. Summary and quiz</td>
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<td>6. More resources</td>
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<tr>
<td>16</td>
<td>Types of assignments</td>
<td>• explores different assignment types</td>
<td>Approx.</td>
<td>1. Essential tips</td>
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<td>• examines resources and tools to help students produce their assignments.</td>
<td>30 mins</td>
<td>2. Written assignments</td>
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<td>3. Video</td>
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<td>4. Audio and podcasts</td>
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<td>5. Presentations, posters and infographics</td>
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<td>6. Websites, blogs and wikis</td>
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<td>7. 3D models</td>
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<td>8. Coding</td>
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<td>9. Summary and quiz</td>
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| 17 | Study success        | • introduces students to Library facilities, including IT, spaces and opening hours  
• explores Library resources that will help with their studies | Approx. 30 mins | 1. [Library spaces, printing and support](https://web.library.uq.edu.au/node/3264) 
2. [Searching, borrowing, reading lists and more](https://web.library.uq.edu.au/node/3264) 
3. [Computers, software and training in the Library](https://web.library.uq.edu.au/node/3264) 
4. [How to contact the Library](https://web.library.uq.edu.au/node/3264) 
5. [Summary and quiz](https://web.library.uq.edu.au/node/3264) | ![Image](https://example.com/image1) |
| 18 | Information essentials | • introduces students to different kinds of information and where to find them  
• gives advice on search strategies  
• helps students to evaluate information | Approx. 30 mins | 1. [What is information?](https://web.library.uq.edu.au/node/3264) 
2. [Types of information](https://web.library.uq.edu.au/node/3264) 
3. [Finding information](https://web.library.uq.edu.au/node/3264) 
4. [Searching the internet](https://web.library.uq.edu.au/node/3264) 
5. [Evaluating information](https://web.library.uq.edu.au/node/3264) 
6. [Fake news, facts and data](https://web.library.uq.edu.au/node/3264) 
7. [Summary and quiz](https://web.library.uq.edu.au/node/3264) 
8. [More resources](https://web.library.uq.edu.au/node/3264) | ![Image](https://example.com/image2) |
DLP objectives...

- Engage academics with DL modules
- Integrate digital literacy skills into curricula
- DL skills in graduates
- Identify discipline specific DL needs
- Develop DL model (identification of DL requirements + how to build DL skills)
DLP phases...

**P1:** invite academics to complete digital literacy modules (2019 S1+2 and 2020 S1)

**P2:** work with academics to integrate modules into courses/programs (2019 S2 + 2020 S1) 
evaluate academic + student success (2019 Sem1 + 2; 2020 Sem1)

**P3:** identify areas for further DL development generate model (2020 Sem1)
Possible benefits...

- support integrating DL modules into your course
- ±↓ workload
- ↑ student experience
- collaborate with other like-minded UQ staff
- international research opportunity
- conference presentation
- publication
Contacts...

Project lead: Associate Professor Peter Lewis
peter.lewis@uq.edu.au
+61 7 3365 2951

Project manager: Mrs Vilma Simbag
vilma.simbag@uq.edu.au
+61 7 3346 7003
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Backwards Design

Anthea Groessler
Learning Designer (CDD team)

Institute for Teaching and Learning Innovation (ITaLI)
Backwards by design

- Part of a broader framework: *Understanding by Design* (Wiggins and McTighe, 2006)
- Emphasises the critical role of teacher in the design process
- Teaching and assessing for understanding so that students can transfer their learning
- Framework for curriculum planning and assessment design

Why understanding by design?

- Teachers are designers but need more structure and support for thinking about design, especially for blended learning environments.
- To *know* does not mean you *understand*.
- Knowledge needs to be transferable to be sustainable.

(Wiggins and McTighe, 2005; Goodyear, 2015)
What is understanding by design?

- **Understanding** = Transferable concepts and processes (big ideas)
- Can then prioritise content (easy to get lost in content)
- Assess for understanding (knowing is not understanding)
- Need conceptual understanding so learning can be transferred to other contexts
- **By design** = Planning backwards from the end
- The ‘end’ is understanding and **transfer**

(Wiggins and McTighe, 2005)
Backwards design (iterative)

1. IDENTIFY DESIRED RESULTS
2. DETERMINE ACCEPTABLE EVIDENCE
3. PLAN LEARNING EXPERIENCES AND INSTRUCTION

Diagram 1: Backwards Design process adapted from Wiggins and McTighe (2004)
Backwards design and UQ2U

• Early design phases of UQ2U focuses on refining learning outcomes and assessment as per Backwards Design (and other models)
• Articulating learning outcomes helps determine the essence of skills, knowledge and abilities students need to be successful
• Need for higher order thinking such as problem solving, critical thinking, creativity, teamwork, effective communication, ethical and social understanding (UQ graduate skills; 21st century skills)
• Guided by Higher Education Learning Framework & UQ2U guidelines (see UQ2U)
Backwards Design and other models

• Authors acknowledge that Backwards Design is not new but provides an avenue for academics to iteratively improve using language they can understand.

• Learning designers draw upon myriad models and techniques throughout design phases with academics, e.g:
  • Stanford model (Empathise>Define>Ideate>Prototype>Test)
  • Biggs & Tang (2007)
  • Canole (2013)
  • Laurillard (2103)
  • Reeves, Herrington and Oliver (2009)
Context needs creative solutions

• The context of academic's teaching and learning situation is critical
• Challenges teachers face are complex, diverse and difficult to address
• Rarely able to be solved by linear solutions; need creative solutions
• Creativity is a 21st century skillset that universities recognise need to be nurtured in graduates; also need to nurture in educators
• Design is a creative process that needs dedicated time and space to nurture before prototyping.

(Henriksen, Richardson, Mehta, 2017)
Listen to the authors

- Jay McTighe
  - [https://www.youtube.com/watch?v=5YS6Xag6cXU](https://www.youtube.com/watch?v=5YS6Xag6cXU)
- Grant Wiggins
  - [https://www.youtube.com/watch?v=4isSHf3SBuQ](https://www.youtube.com/watch?v=4isSHf3SBuQ)
Resources

• Understanding by Design Framework (White Paper)
• UBD toolkit examples
• Understanding By Design (Center for teaching and Learning, Vanderbilt University)
References


