About the Course
BENV1382 Social Responsibility and Professional Ethics has been taught face-to-face for several years. The course examines ethical theories relevant to professional conduct, elaborates for the social responsibilities of building professionals and firms, and explores how project managers in ensuring ethical and social responsibilities are evaluated and fulfilled. It takes a particular focus on sustainable construction.

Redesign Aims
(i) To offer the course entirely online: most particularly, to experiment with online assessment tasks that focus on student using and applying knowledge and skills in simulations of real-life settings.
(ii) To establish an effective online production process that will enable the academic to produce an affordable suite of video production technologies that any and every academic can access and utilise for themselves.
(iii) To demonstrate the potential of 360 VR technology.

Approach
(i) Automating assessment of individualised tasks
   The challenge is to provide individualised assessment tasks to large numbers of online students who have to apply complex procedures to real-world problems. Randomised starting conditions with predetermined answers used in the online quiz simply to compile student responses.
(ii) Promoting the uptake of personal video-based teaching
   Having assessed a range of potential solutions, academic staff were offered a personal set of the best, most simple production technologies and encouraged to trial video-based lectures, tutorials, case studies and feedback.
(iii) Experimenting with 360 videos
   Create video tutorials for the capture and editing of 360 videos. Establish a robust methodology for effective delivery of 360 videos. Create case studies to demonstrate possibilities.

Outcomes
(i) BENV1382 (100 u/g students) and BLDG4022 (70 u/g students) taught and assessed entirely online, CON2022 (40 u/g students) major assessment task taught and assessed entirely online in 2017.
(ii) Five Built Environment academic staff are now actively using video-based teaching in their courses.
(iii) A series of informal case studies for the potential application of 360 degree immersive video technology to teaching and learning.

The genuine pedagogical foundations of emerging digital technologies will only be established when these technologies are adopted and actively used by academics. Experience-based learning is critical. It is unreasonable to judge the true potential impact on educational experience and learning outcomes based only on the current capability and an initial implementation. Effective technology-based innovation for teaching and learning requires the creative endeavours of many, the tenacity to try and fail and try again to succeed, and the agility to ride from one technology wave to the next.