The Inspired Learning Initiative
Portfolio of the Pro-Vice Chancellor (Education)

Laura House, Manager Educational Design & Development
Digital Uplift
What we do and how we do it
What is digital uplift?

• Leveraging available technologies to improve student experience and learning outcomes
• Informed by good pedagogy and learning design
• Can support face-to-face, blended, or fully online delivery
• Opportunity to utilise PVCE resources to address unique challenges
PVCE Digital Uplift

• Aims to transform UNSW programs and courses so they are outstanding examples of offerings that meet the needs of our future students, industry and the wider community.

• Aims to redevelop 600+ courses over five years across the university.

• Involves a considerable uplift in digital capability, from enhanced integration of media and technology to a redesign of courses for a more personalised, flexible and digital learning experience with support for active and student-led learning spaces.

• This will be achieved using multi-disciplinary course design teams
PVCE Digital Uplift

PVCE Support
- Project management
- Educational design expertise
- Media & technical expertise
- Development of course assets
- Preparation of course site
- Handover and training
- Program evaluation

Financial Support
- $30K (per course)
  - Distributed to the Faculty
- $10K
  - External resources
- $20K

Faculty Targets
- 674
- UNSW Canberra: 15
- Nura Gili: 9
- Science: 100
- Engineering: 110
- Built Environment: 50
- Law: 80
- Business School: 130
- Medicine: 80
- Art & Design: 40
- Art & Social Sciences: 60
Digital Uplift Workflow

1. Course Nominations
   - Viability Assessment

2. Project Initiation & Kick-off
   - Course Review & Scope of Work

3. Design, Development and Implementation
   - Handover & Training

4. 

5. 

6. 

7. Project Close
   - Post-project survey
   - Focus Groups
Process: development

- Educational Design App
- JIRA
- Upwork
- Student as Partners
- Subject Matter Experts
- SharePoint
- Microsoft Teams
- Sandpits
- Testing
Course design
principles & tools
The UNSW crest carries the words Scientia – Manu et Mente – which is often translated as “knowledge by hand and mind”

Scientia Educational Experience is a framework comprised of 4 domains
- Communities
- Feedback and Dialogue
- Inspired Learning
- Being Digital

Integration of SEE in the Inspired Learning Initiative (ILI)
**Strategic intent**: UNSW’s aspirations for its students

**Graduate capabilities**: knowledge, skills, attributes and practices that students are required to develop and evidence during their studies

**Program Learning Outcomes (PLOs)** outcomes students need to demonstrate in completing a program

**Course Learning Outcomes (CLOs)** outcomes students need to demonstrate in completing a course

**Courses & Course Components**
Resources, Activities, Support, Evaluation and Feedback (RASE) required for the full achievement of the CLOs, the PLOs and the GCs.

**Assessments**
Evidence of learning outcomes and capabilities achieved by the student. Assessment methods can be both formative and summative.

**Evaluation**
Reviews the effectiveness of courses/programs in delivering the desired outcomes; the quality of teaching; and student achievements and experiences.

https://www.youtube.com/watch?v=1yE2_tw1G1A&feature=youtu.be
Course evaluation is based on the RASE model and standards unique to UNSW, such as the Scientia Education Model.

The RASE model is used to design courses for effective, student-centred learning.

The central idea behind RASE is that content alone (RESOURCES) is not sufficient for full achievement of learning outcomes. The following are also required:

- **ACTIVITIES** for students to engage with the resources,
- **SUPPORT** to ensure that students are provided help and tools to independently solve emerging difficulties, and
- **EVALUATION** to inform students of their progress and help them understand what else is needed to achieve the learning outcomes.
Course Review Matrix
CLO Alignment & Statement of Work

ACTIVITY DESIGN
CLO ALIGNMENT

COURSE STRUCTURE
SCAFFOLDING & OVERVIEW

STATEMENT OF WORK
Course design
to solve problems
## Common challenges

<table>
<thead>
<tr>
<th>Teach or review pre-requisite knowledge</th>
<th>Develop or improve online assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare students for lectures &amp; workshops</td>
<td>Improve quality and timeliness of feedback</td>
</tr>
<tr>
<td>Support students to conceptualise ideas</td>
<td>Provide opportunities for self-evaluation</td>
</tr>
<tr>
<td>Move materials online to make more effective use of lecture time (flipped classroom)</td>
<td>Create more opportunities for collaboration and teamwork</td>
</tr>
<tr>
<td>Make face-to-face lectures more interactive</td>
<td>Improve student engagement</td>
</tr>
<tr>
<td>Create resources &amp; activities to consolidate lecture materials</td>
<td>Develop or curate support resources</td>
</tr>
<tr>
<td>Provide demonstrations and worked examples</td>
<td>Improve structure and aesthetics of course site</td>
</tr>
<tr>
<td>Create opportunities to engage in higher level thinking (e.g. design, problem-solving, application of theory to practice)</td>
<td>Integrate learning analytics</td>
</tr>
<tr>
<td>Create opportunities to engage in higher level thinking (e.g. design, problem-solving, application of theory to practice)</td>
<td>Provide more support to international students</td>
</tr>
<tr>
<td></td>
<td>Make course more accessible &amp; inclusive</td>
</tr>
</tbody>
</table>
**Most commonly adopted technology solutions**

<table>
<thead>
<tr>
<th>H5P (Moodle plugin)</th>
<th>3D models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moodle quiz</td>
<td>Augmented &amp; virtual reality (e.g. Matterport tours)</td>
</tr>
<tr>
<td>Videos</td>
<td>Smart Sparrow</td>
</tr>
<tr>
<td>• Lightboard</td>
<td>Collaboration tools (e.g. Microsoft Teams)</td>
</tr>
<tr>
<td>• Green screen</td>
<td>Polling tools (e.g. LR+, Zeetings)</td>
</tr>
<tr>
<td>• Animated</td>
<td>Gamification</td>
</tr>
<tr>
<td>• Interviews</td>
<td>Course surveys and analytics</td>
</tr>
<tr>
<td>• Demonstration</td>
<td>Custom web developments</td>
</tr>
<tr>
<td>• Animations &amp; graphics</td>
<td></td>
</tr>
<tr>
<td>• Interactive simulations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Important considerations

• Modularisation – Designing content in modules for maneuverability for reorganisation
• Re-purposing of content – Ability for the content created to be used across multiple courses
• Sustainability – Refraining from using dates on digital assets
• Copyright & Creative Commons – Ensuring all digital assets are licensed appropriately
• Accessibility – Design considerations to make sure assets are accessible
• Release forms – Ensuring we have correct permissions from video participants and artists
Evaluation – initial findings

- Students generally liked short ‘bite-sized’ video lectures summarising the main points of a lecture.
- Most students loved lecture transcripts. Some students liked them for ease of searching; others were textual learners.
- Students reported learning much more from interactive online modules as opposed to lessons delivering content with no interactive features.
- Many convenors at the outset of the project had little knowledge of what the DU was prior to commencement. Most convenors felt that this situation improved through events such as the Inspired Learning Summit, but that more university-wide communication of details of the project is still required.
- Convenors nominated for the DU by Schools all underestimated the amount of time required for involvement in the project.
- Less senior/experienced convenors reported learning a lot in terms of educational design during the Digital Uplift project and really appreciated the support provided by the course design team.
- All convenors interviewed, even those with extensive experience in blended learning and course design, reported finding the Course Review Matrix framework useful.
- All convenors reported increases in technical expertise because of involvement in the project.
- The overall level of satisfaction with the quality of digital resources created so far was high.
- Most convenors admitted responsibility for some delays in projects and agreed that project management was necessary.
ILI Blended Learning Showcase (Moodle site)

Student Enrolment Key:
ILIshowcase17
27 September 2018
SAVE THE DATE!
Registrations now open!
https://ils.teaching.unsw.edu.au/
Thank you