



SYDNEY

# The Inspired Learning Initiative

Portfolio of the Pro-Vice Chancellor (Education)

*Laura House, Manager Educational Design & Development*

**Digital Uplift**

# 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



(per course)

10K

Distributed to the Faculty

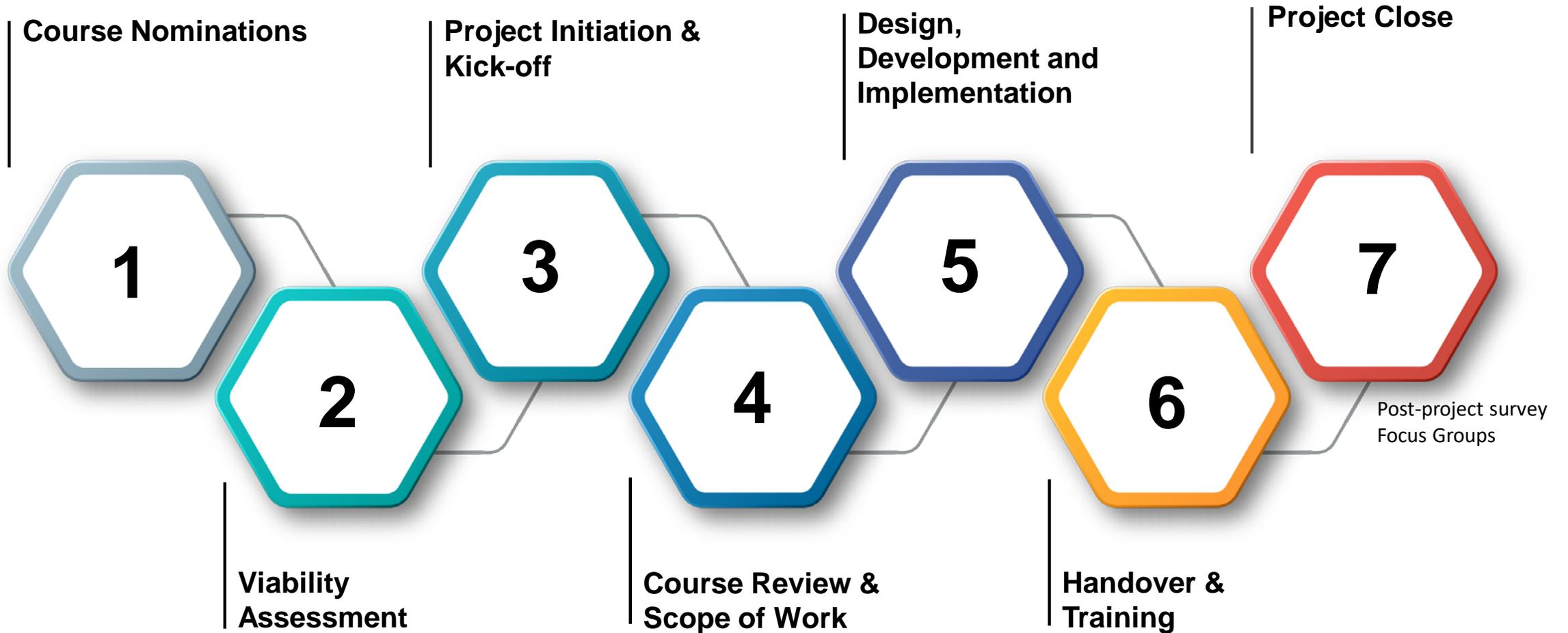
20K

External resources

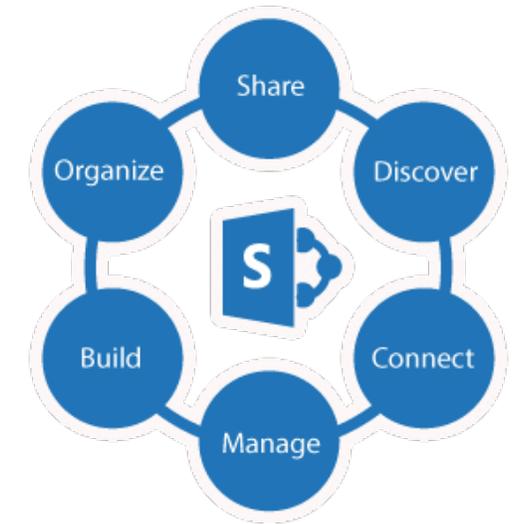
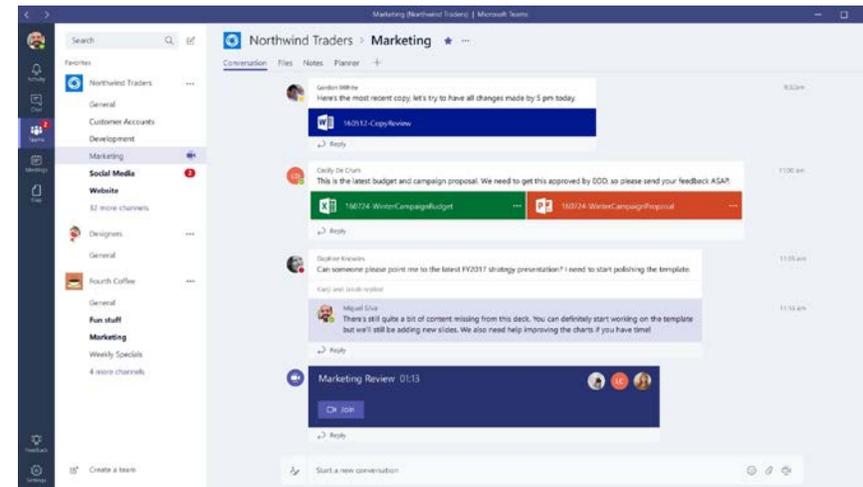
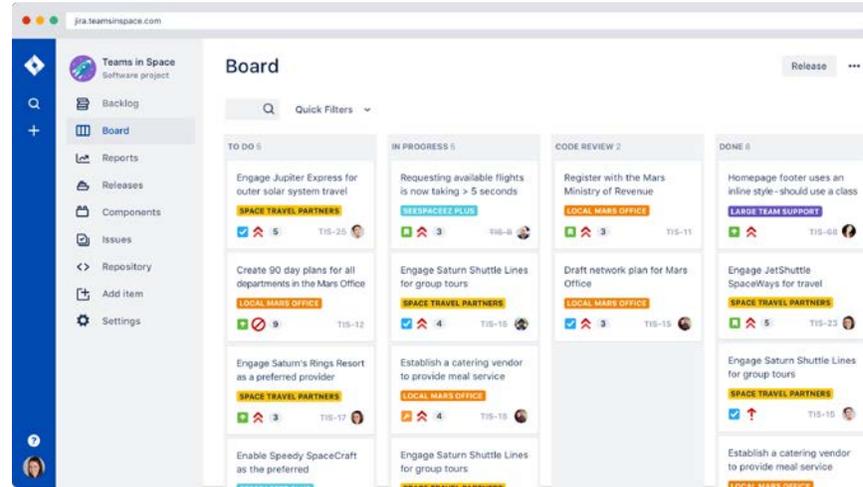
## Faculty Targets



15	UNSW Canberra
9	Nura Gili
100	Science
110	Engineering
50	Built Environment
80	Law
130	Business School
80	Medicine
40	Art & Design
60	Art & Social Sciences

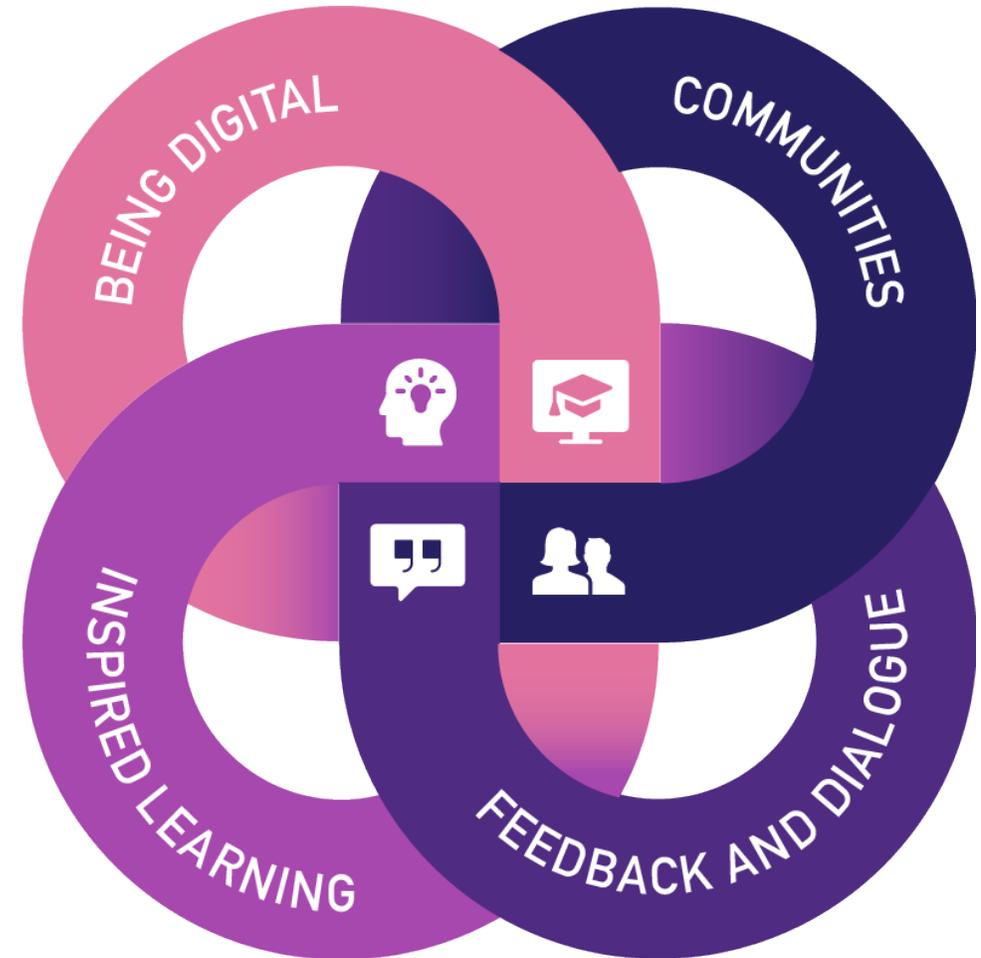


- Educational Design App
- JIRA
- Upwork
- Student as Partners
- Subject Matter Experts
- SharePoint
- Microsoft Teams
- Sandpits
- Testing



# 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**

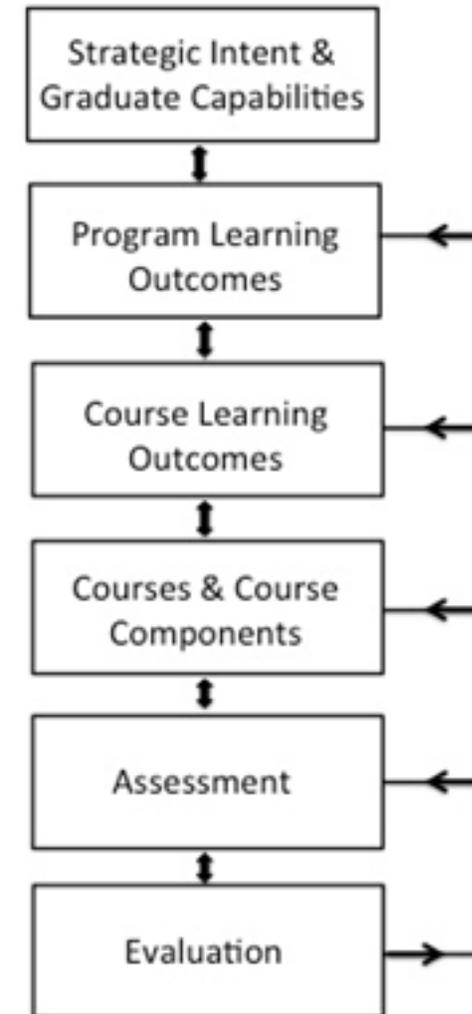
Resources, Activities, Support, Evaluation and Feedback (RASE) required for the full achievement of the CLOs, the PLOs and the GCs.

### **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.



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.

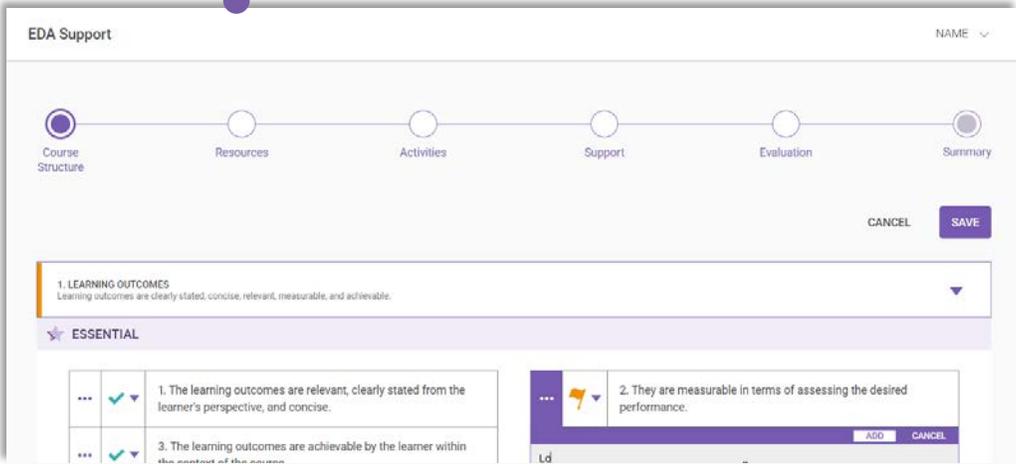
The central idea behind RASE is that content alone (**RESOURCES**) is not sufficient for full achievement of learning outcomes. The following are also required:

- ✓ **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

## COURSE REVIEW MATRIX



EDA Support

NAME

Course Structure Resources Activities Support Evaluation Summary

CANCEL SAVE

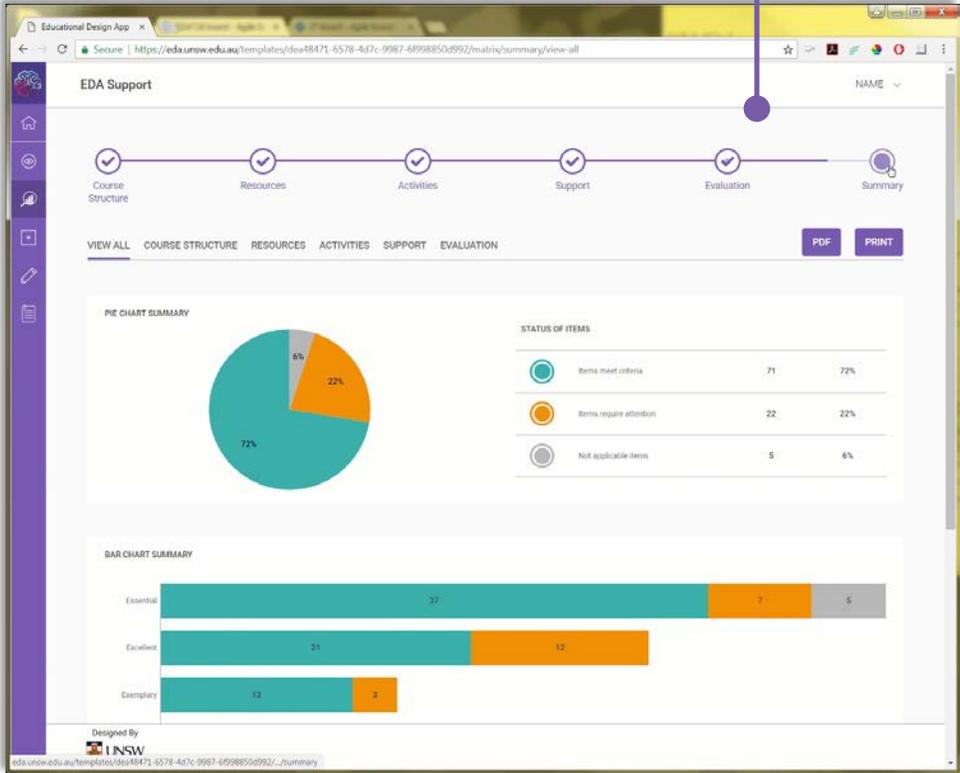
1. LEARNING OUTCOMES  
Learning outcomes are clearly stated, concise, relevant, measurable, and achievable.

ESSENTIAL

...	✓	1. The learning outcomes are relevant, clearly stated from the learner's perspective, and concise.
...	✓	2. They are measurable in terms of assessing the desired performance.
...	✓	3. The learning outcomes are achievable by the learner within the context of the course.

ADD CANCEL

## CRM REPORT



EDA Support

NAME

Course Structure Resources Activities Support Evaluation Summary

VIEW ALL COURSE STRUCTURE RESOURCES ACTIVITIES SUPPORT EVALUATION PDF PRINT

PIE CHART SUMMARY



Item Status	Count	Percentage
Items meet criteria	71	72%
Items require attention	22	22%
Not applicable items	5	6%

BAR CHART SUMMARY

Category	Meet Criteria	Require Attention	Not Applicable
Essential	37	7	5
Excellent	31	12	0
Exemplary	13	2	0

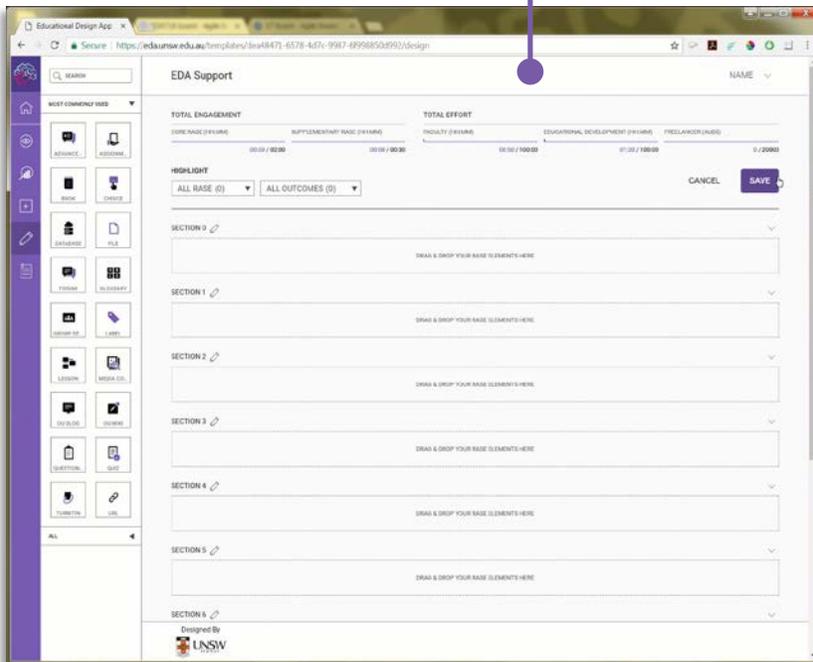
Designed By UNSW

# CLO Alignment & Statement of Work

ACTIVITY DESIGN  
CLO ALIGNMENT

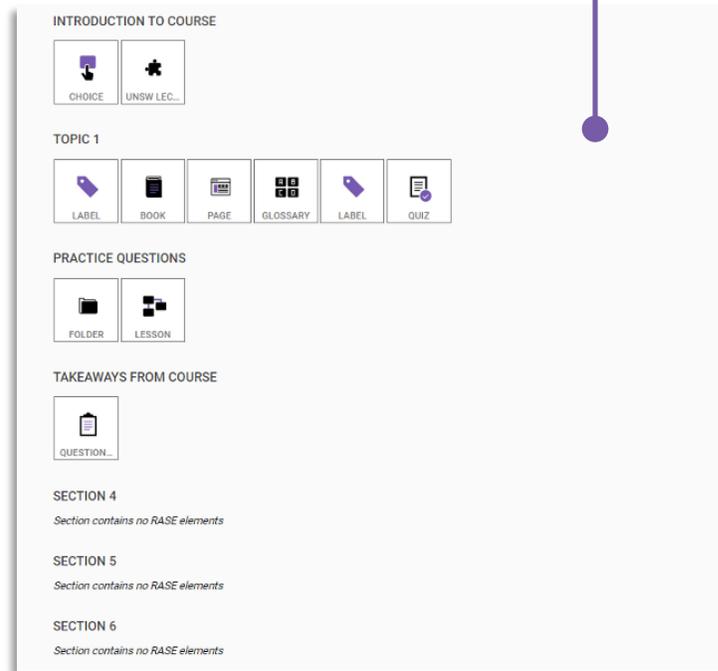
COURSE STRUCTURE  
SCAFFOLDING & OVERVIEW

STATEMENT OF WORK



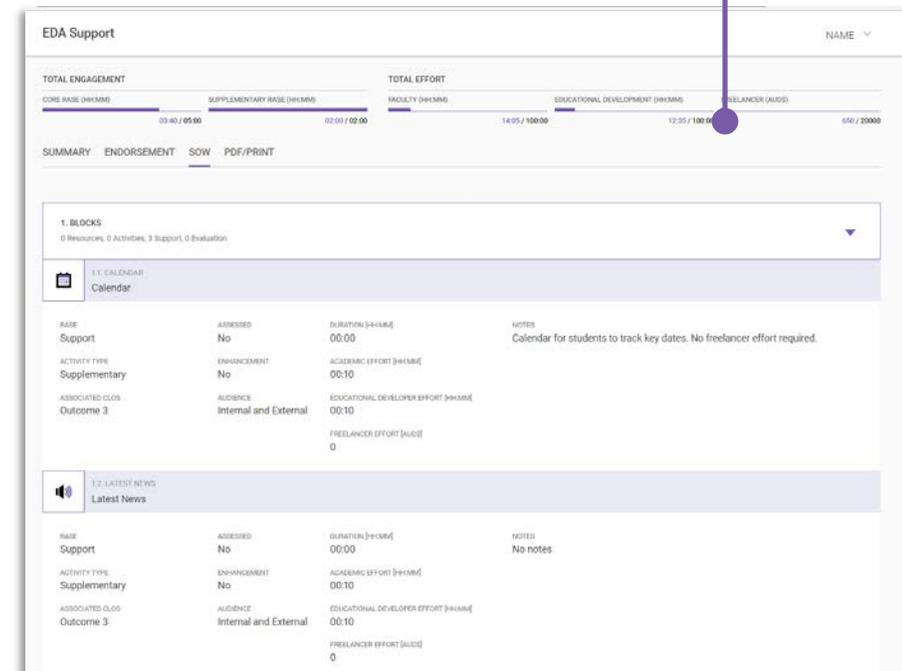
The screenshot shows the 'EDA Support' course page in the Educational Design App. It features a sidebar with navigation icons and a main content area with the following sections:

- TOTAL ENGAGEMENT:** Includes 'CORE BASE (HOURS)' (03:40 / 05:00), 'SUPPLEMENTARY BASE (HOURS)' (00:00 / 00:00), and 'TOTAL EFFORT' (03:40 / 05:00).
- TOTAL EFFORT:** Includes 'FACULTY (HOURS)' (02:00 / 02:00), 'EDUCATIONAL DEVELOPMENT (HOURS)' (14:55 / 100:00), and 'FREELANCER (AU\$)' (12:55 / 100:00).
- HIGHLIGHT:** Includes 'ALL BASE (0)' and 'ALL OUTCOMES (0)'.
- SECTIONS:** A list of sections (SECTION 0 to SECTION 6) with a 'DRAW & DROP YOUR BASE ELEMENTS HERE' prompt for each.



The screenshot shows the course structure scaffolding and overview interface. It includes the following sections:

- INTRODUCTION TO COURSE:** Includes 'CHOICE' and 'UNSW LEC...' elements.
- TOPIC 1:** Includes 'LABEL', 'BOOK', 'PAGE', 'GLOSSARY', 'LABEL', and 'QUIZ' elements.
- PRACTICE QUESTIONS:** Includes 'FOLDER' and 'LESSON' elements.
- TAKEAWAYS FROM COURSE:** Includes 'QUESTION...' elements.
- SECTION 4:** Section contains no RASE elements.
- SECTION 5:** Section contains no RASE elements.
- SECTION 6:** Section contains no RASE elements.



The screenshot shows the 'EDA Support' Statement of Work interface. It includes a progress bar and a table of course elements.

**PROGRESS BAR:** Shows 'TOTAL ENGAGEMENT' (03:40 / 05:00), 'TOTAL EFFORT' (02:00 / 02:00), and 'FREELANCER (AU\$)' (12:55 / 100:00).

**TABLE:**

RASE	ASSESSED	DURATION (H+MM)	NOTES
Support	No	00:00	Calendar for students to track key dates. No freelancer effort required.
Supplementary	No	00:10	
Outcome 3	Internal and External	00:10	
		FREELANCER EFFORT (AU\$)	
		0	

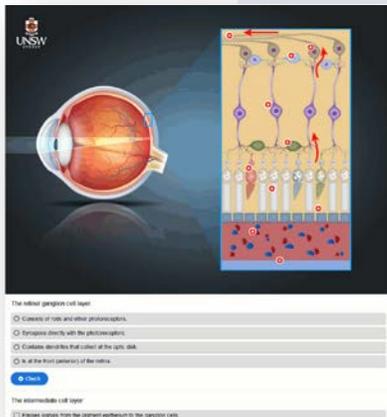
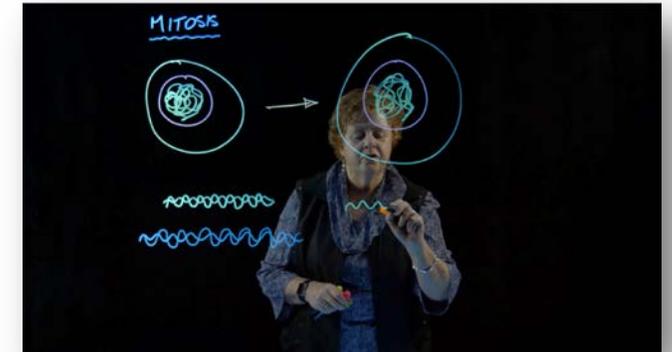
# Course design to solve problems

# Common challenges

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

# Most commonly adopted technology solutions

- H5P (Moodle plugin)
- Moodle quiz
- Videos
  - Lightboard
  - Green screen
  - Animated
  - Interviews
  - Demonstration
- Animations & graphics
- Interactive simulations
- 3D models
- Augmented & virtual reality (e.g. Matterport tours)
- Smart Sparrow
- Collaboration tools (e.g. Microsoft Teams)
- Polling tools (e.g. LR+, Zeetings)
- Gamification
- Course surveys and analytics
- Custom web developments



# 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.



Inspired Learning Initiative: Blended Learning Showcase

## **ILI Blended Learning Showcase (Moodle site)**

<https://moodle.telt.unsw.edu.au/course/view.php?id=30191>

Student Enrolment Key:  
ILishowcase17

# The Inspired Learning Summit

27 September 2018  
UNSW Sydney

Register

Registrations now open!  
<https://ils.teaching.unsw.edu.au/>

Thank you