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

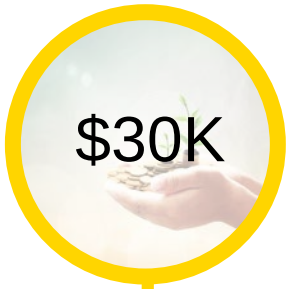
- Aims to transform UNSW programs and courses so they are outstanding examples of offerings **that meet the needs of our future students, industry and the wider community**.
- Aims to redevelop **600+ courses over five years across** the university.
- Involves a considerable uplift in digital capability, 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



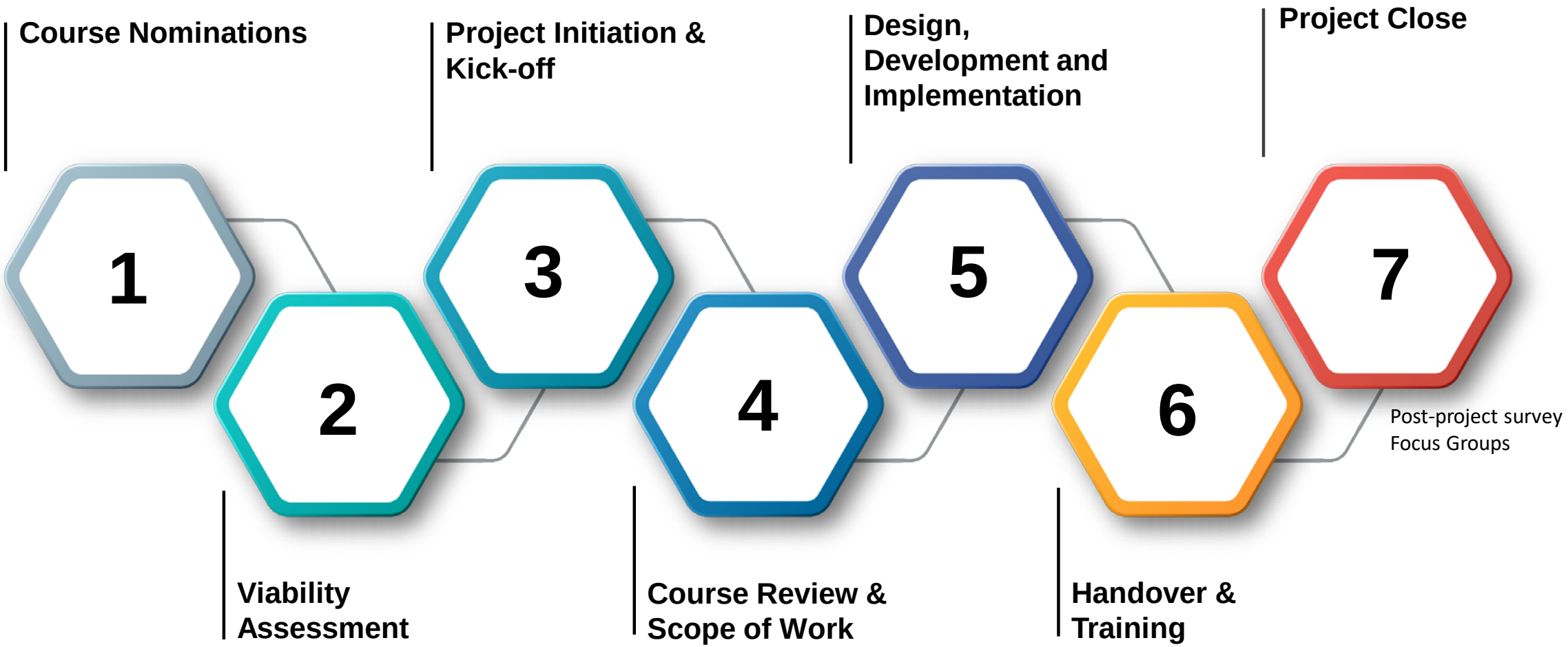
(per course)

- 10K Distributed to the Faculty
- 20K External resources

Faculty Targets

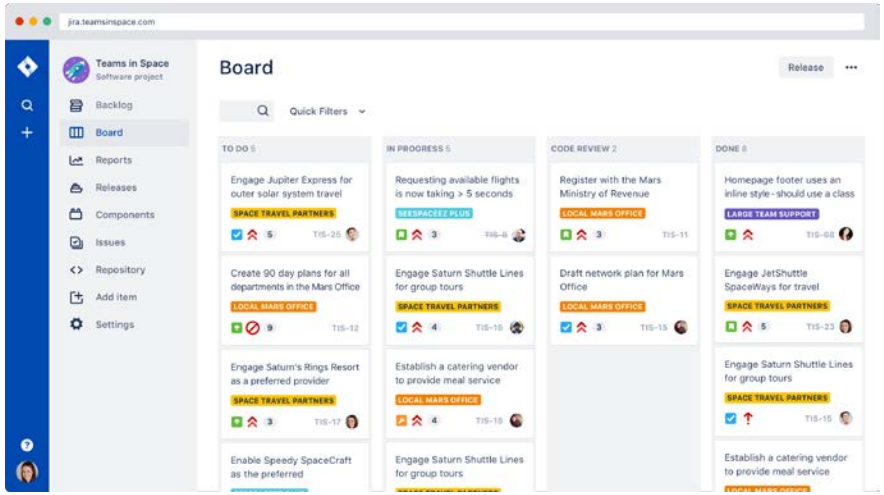
- 15 UNSW Canberra
- 9 Nura Gili
- 100 Science
- 110 Engineering
- 50 Built Environment
- 80 Law
- 130 Business School
- 80 Medicine
- 40 Art & Design
- 60 Art & Social Sciences

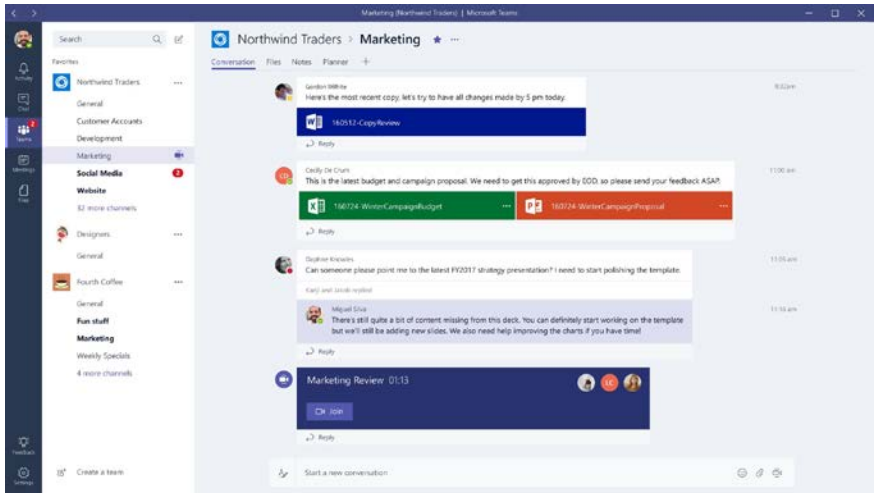
Digital Uplift Workflow

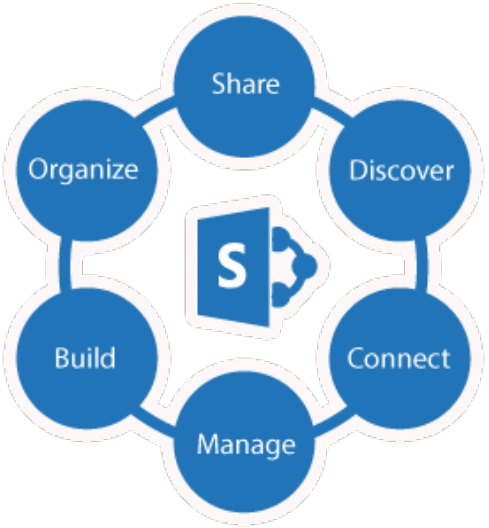


Process: development

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







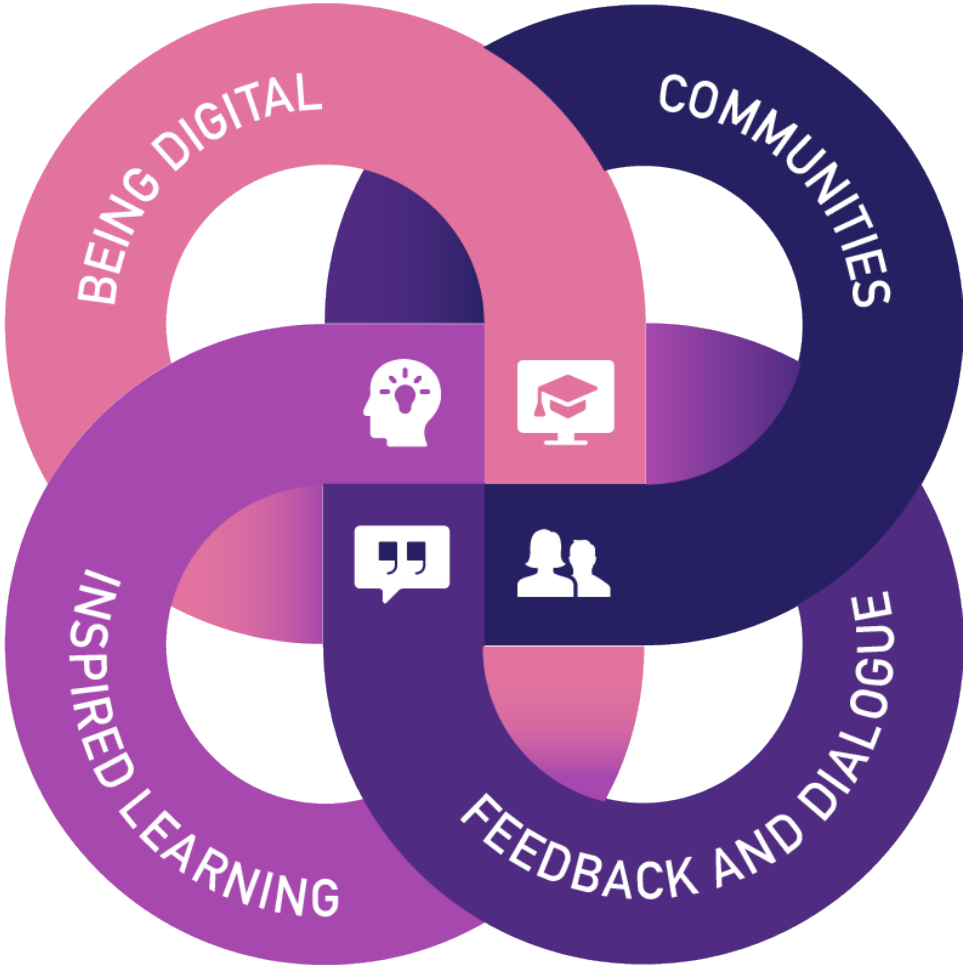
Course design
principles & tools

Scientia Educational Experience

- 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)



Integrated Curriculum Framework

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

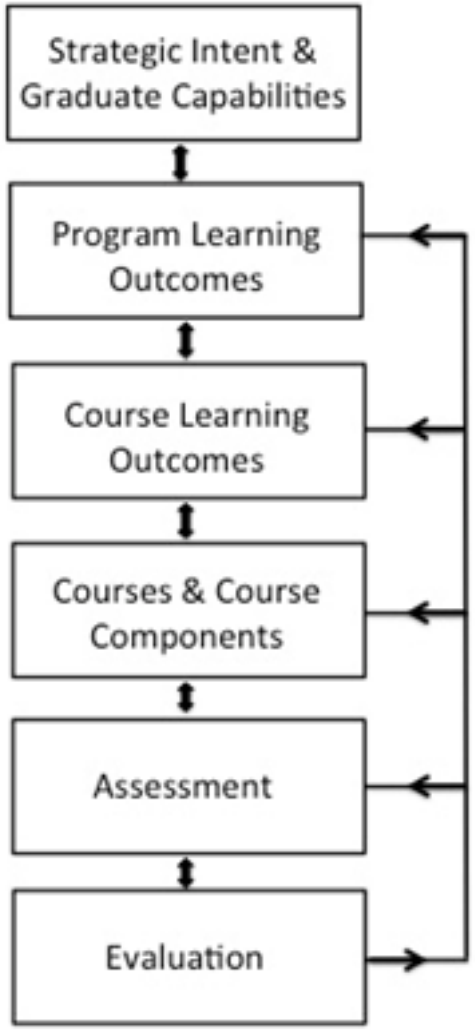
Program Learning Outcomes (PLOs) outcomes students need to demonstrate in completing a program

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

RASE Model

Course evaluation is based on **the RASE model and standards unique to UNSW**, such as the Scientia Education Model.

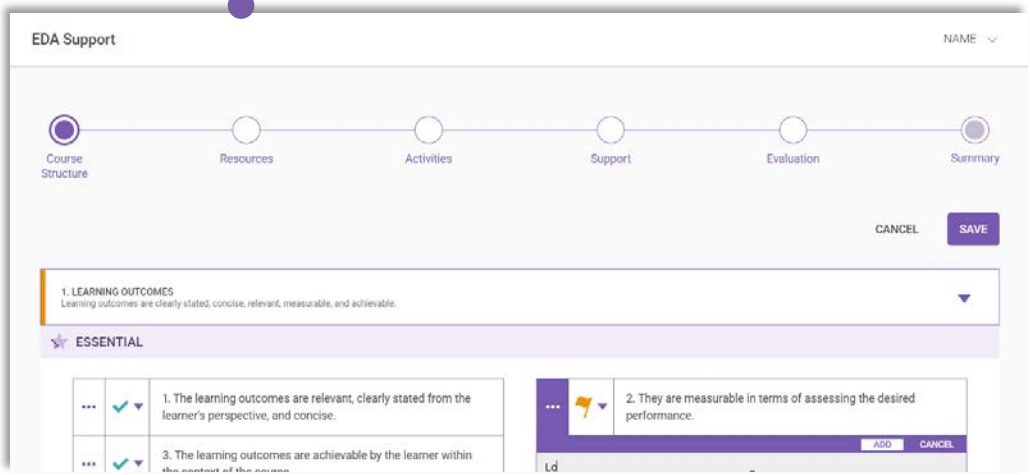
The RASE model is used to design courses for effective, student-centred learning.

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

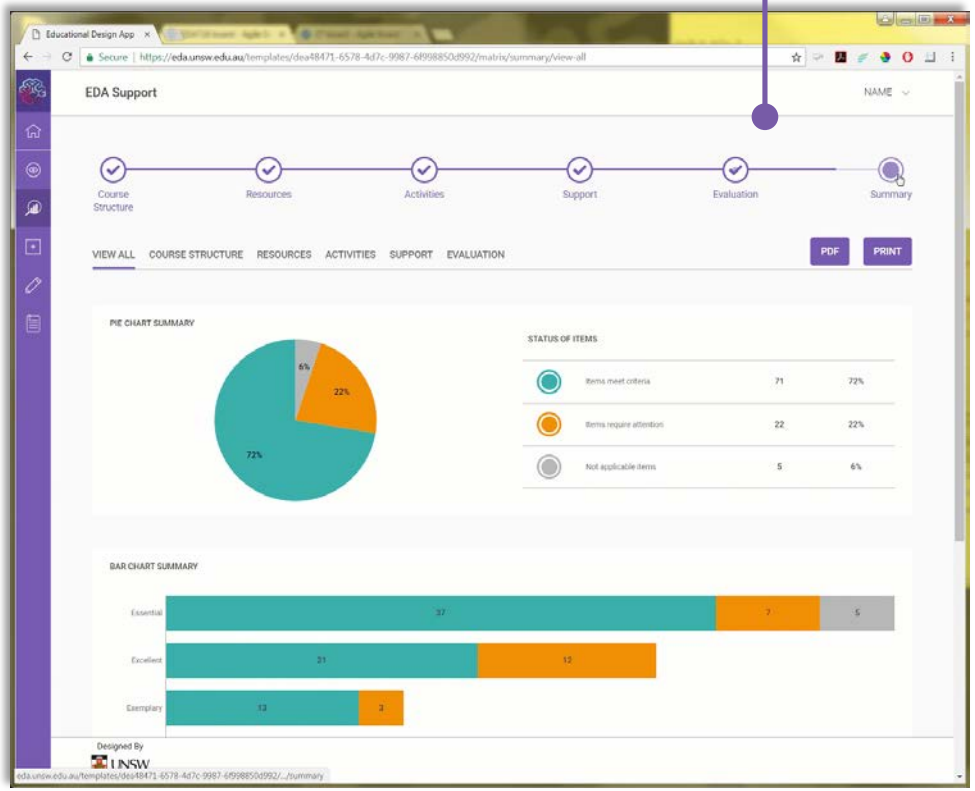
✓**ACTIVITIES** for students to engage with the resources,
✓**SUPPORT** to ensure that students are provided help and tools to independently solve emerging difficulties, and
✓**EVALUATION** to inform students of their progress and help them understand what else is needed to achieve the learning outcomes.

Course Review Matrix

COURSE REVIEW MATRIX



CRM REPORT

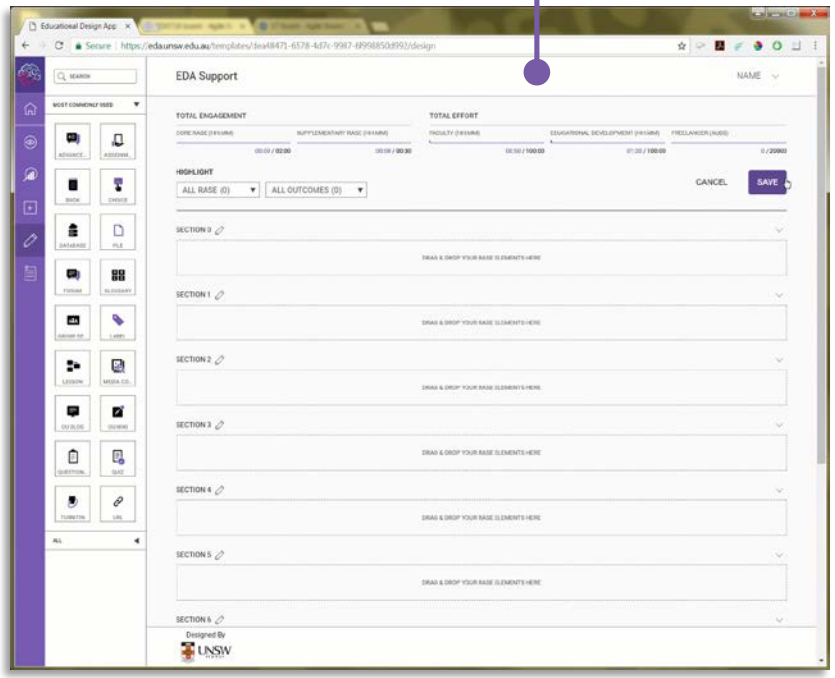


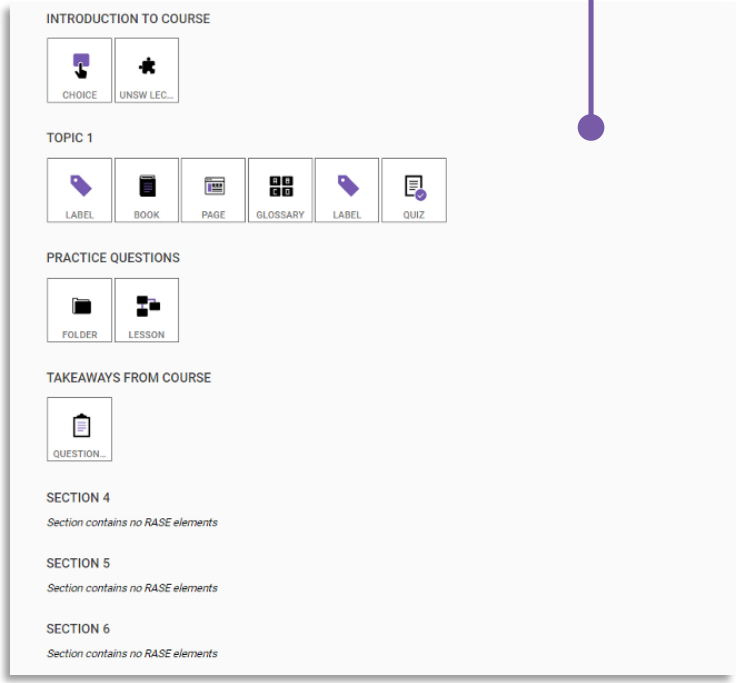
CLO Alignment & Statement of Work

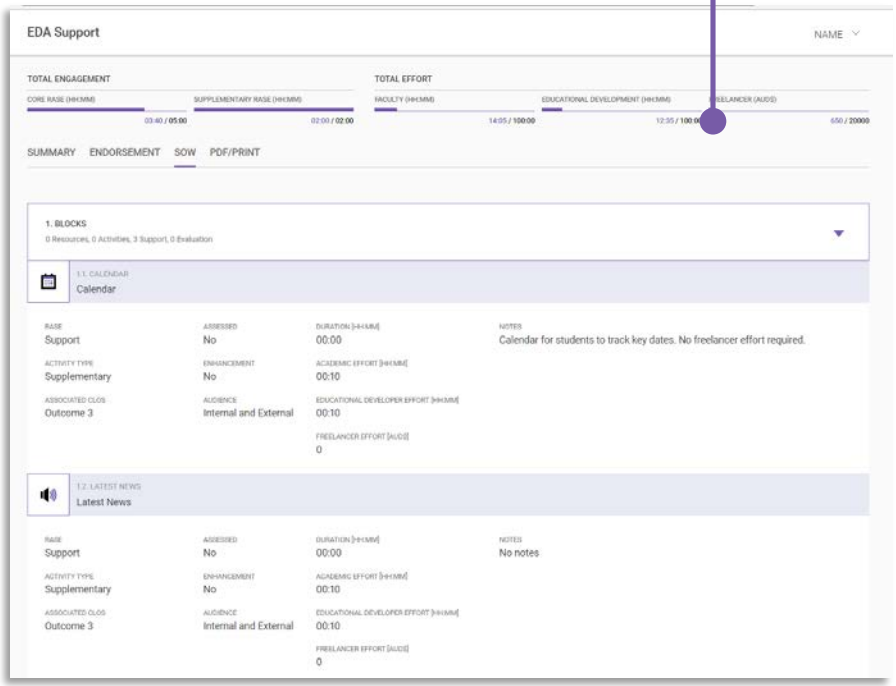
ACTIVITY DESIGN
CLO ALIGNMENT

COURSE STRUCTURE
SCAFFOLDING & OVERVIEW

STATEMENT OF WORK







Course design
to solve problems

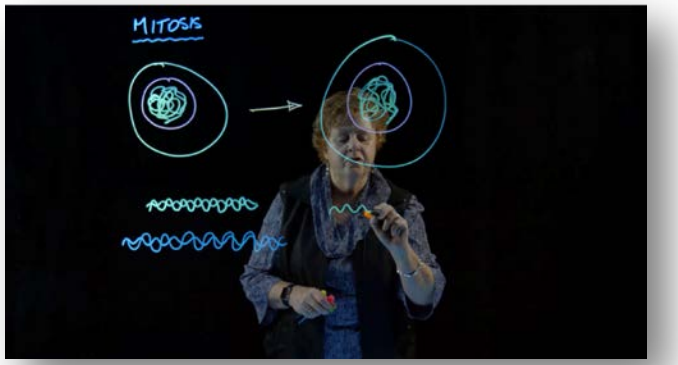
Common challenges

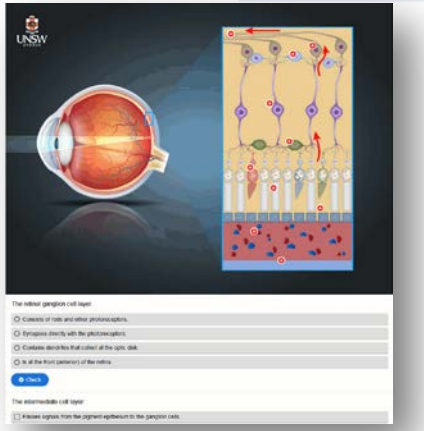
- Teach or review pre-requisite knowledge
- Prepare students for lectures & workshops
- Support students to conceptualise ideas
- Move materials online to make more effective use of lecture time (flipped classroom)
- Make face-to-face lectures more interactive
- Create resources & activities to consolidate 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.

ILI Blended Learning Showcase (Moodle site)

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

Student Enrolment Key:
ILIshowcase17

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

Thank you