

Appendix 2: Summary of Reports from Faculty Quality Learning and Teaching (QLT) Leads

As part of the OLM Project, the QLT Leads produced detailed summary reports with a description of the work completed, recommendations for future work, and an analyses of the impact of the OLM implementation on individual subjects in terms of the strength of the presence of each element. These individual reports provide insight for staff and leadership within each Faculty as to areas of strength and areas to improve on.

This Appendix provides a summary of the outcomes and key findings presented in those reports.

Across all three faculties, a QLT lead was appointed from 2016-2017 to enhance subject designs in 2-3 courses per faculty, working with small teams of Academics, Educational Designers, Education Support Coordinators, Media Technologists, OLM Element specialists, Library and Academic Literacy staff, and Learning and Numeracy staff (ALLaN). The courses included in each Faculty are listed in Table 1.

Table 1

Courses implementing OLM in Phase 1

| Arts and Education | Business, Justice and Behavioural Science | Science |
|---|--|-----------------------------|
| Bachelor of Social Science (Social Welfare) – BSS | Bachelor of Accounting – BAcc | Bachelor of Medical Science |
| Bachelor of Social Work - BSW | Bachelor of Business (Human Resources Management) – BBus (HRM) | Bachelor of Nursing |
| Master of Social Work - MSW | Bachelor of Social Sciences (Psychology) – BSocSci (Psych) | |

This was a planned process of change that engaged with School and course teams as well as with individual subject coordinators in relation to subjects targeted for the OLM project.

Implementation

Throughout implementation, staff were kept updated on the subject design process through online portals for sharing resources and updates, including the BJBS wiki, individual Faculty-based QLT initiated newsletters, the QLT blog, and Interact organisation sites.

Across each course, a wide variety of innovations were used to strengthen subjects with respect to the OLM. These are included in Table 2. Licenses and YouTube channels were also purchased to support the piloting of various strategies, including Flipgrid, Screencast-o-matic, ThinkSpace, and VoiceThread.

Table 2

Strategies used to support OLM implementation

| Content Delivery (including subject preparation) | Communication, collaboration and reflection | Course resources and learning products |
|---|---|---|
| <p><i>For lectures & tutorials:</i></p> <ul style="list-style-type: none"> - CSU Replay - YouTube - SlideShare - Podcasting of lectures using u!magine podcast generator - Office Mix | <p><i>Adobe Connect:</i></p> <ul style="list-style-type: none"> - Management of rooms - Presentation techniques - Managing groups - Recording, editing, sharing - Adobe Connect apps | <p>Library</p> <ul style="list-style-type: none"> - E-Reserve - Google Scholar - Libguides <p>External products and resources</p> <ul style="list-style-type: none"> - Smart Sparrow - Go Pro for hands on lab and demonstration recordings - PsychLabs, Brainstormneuro.net, 3D Brain - Xero - InterviewStream - Cengage coursemate - SONA for Psychology experiments - DragonSpeaking for accessibility - Late Nite Labs for virtual simulation - Pearson Mastery products |
| <p><i>Creating videos and tutorials and uploading to YouTube:</i></p> <ul style="list-style-type: none"> - Screencast-o-matic - YouTube playlists and analytics - Case study animations e.g. GoAnimate - Moovly - Instruction guides | <p><i>Collaborative learning:</i></p> <ul style="list-style-type: none"> - Google forms for weekly 'muddiest points' - Using Open Educational Resources within subject design as well as open assessment approaches - Peerwise | |
| <p><i>Creating artefacts and/or collaborative spaces:</i></p> <ul style="list-style-type: none"> - Padlet - Flipgrid - Adobe Spark - H5P interactive content - Voicethread - Understanding and deploying creative | | |

| | | |
|--|--|--|
| <p>commons for images, sounds etc. e.g. Picture Perfect</p> <ul style="list-style-type: none"> - Googlemaps - Facebook - Answergarden - Reclaim site for Wordpress using assignment bank theme - Infographics – Piktochart - Interactive crossword - Mindmaps – Mindmeister, imindmap - Thinglink - QR codes – e.g. in prac manual with identified web or video support materials | | |
| <p><i>I2 Subject and Module organisation</i></p> <ul style="list-style-type: none"> - Faculty templates - Landing pages – static and dynamic - Welcome recordings - Announcements – format, images - Adaptive release - MCQs - Forums – branding, organisation, management, tools for enhanced questioning e.g. dialogicinquiry.net - Online meeting template - Groups tool - Flipbooks with Adobe Creative Studio | | |
| | | |
| | | |
| | | |

Outcomes

Achievements included:

- Successful development of a variety innovative outcomes, including Smart Sparrow lessons, case study videos and animations, teaching tutorials, adaptive release of modules, interactive content, a personalised challenge bank in BJBS, and adaptive release of modules in Science.
- Successful team collaboration within discipline teams, and sharing of new practices to enhance ongoing learning and teaching initiatives beyond the OLM subjects.

- Development of enhanced faculty based 'templates' for improved visual design of modules, with examples of subjects that have challenged traditional formats and structures and which can be used to provoke others via embedded lectures and case study examples.
- Practice examples, with instructions, and technology guides to assist others in using similar strategies.
- Wider use of online tools for online learning by academics, including self-creation of artefacts such as welcome videos
- Enhanced understanding and implementation of online learning pedagogies by academics to support learning across the subject, including teacher presence and student interaction

Challenges

All QLT Leads acknowledged that the depth of outcomes over the life of the project were constrained by a number of factors:

- Time – achieving the desired outcomes with pragmatic decisions made to meet subject delivery dates. Sometimes not all that was planned or envisaged for a subject could be implemented
- In some cases, enhancements have reverted due to changes in staffing after design and prior to implementation or in later iterations
- Changes in academic availability and instability within the ED team
- Ongoing need to build technological capacity of some academic staff

Recommendations

The QLT reports were strong in their support of the OLM and the need for faculties to consider the positive impact of OLM subject development and encouraged faculties to support and plan the implementation of the OLM more widely across schools. There is also a need to recognise work done to date so that additional design work does not 'dismantle' the OLM iteration without considered reason.

It was recognised that there are significant opportunities in many subjects for assessment redesign that were beyond the scope of work for the OLM implementation and which should be considered a priority moving forward.

Opportunities for cross-course multi-subject design strategies were also recognised but require more resourcing, a longer lead time, and more stakeholder buy in and engagement.

The achievements of this project need to be celebrated and disseminated more broadly within the university through a series of showcase exemplars with a focus on learner-centred design to create greater awareness and understanding of the OLM to improve student learning and engagement. This work is already underway through the [CSU Learning Exchange](#) and the [cross-faculty wiki](#).