

You can teach an old dog new tricks: Learning how to be active, authentic and collaborative online

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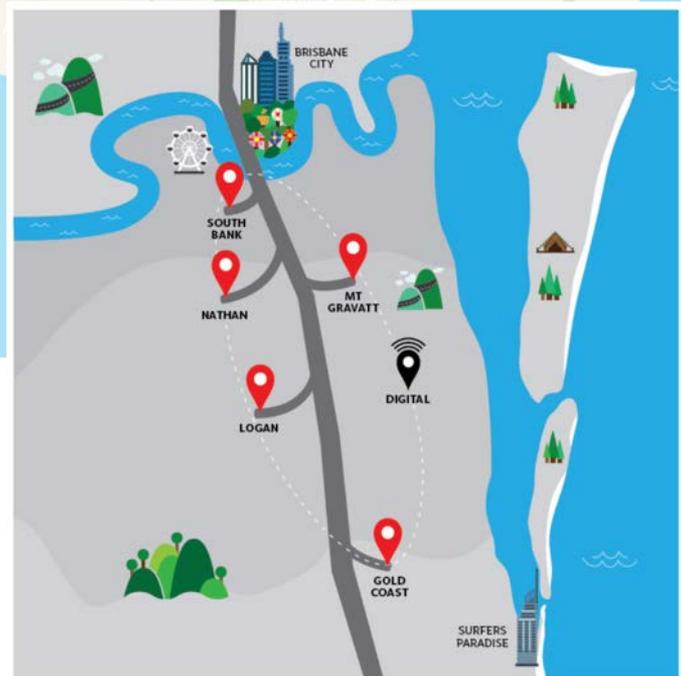
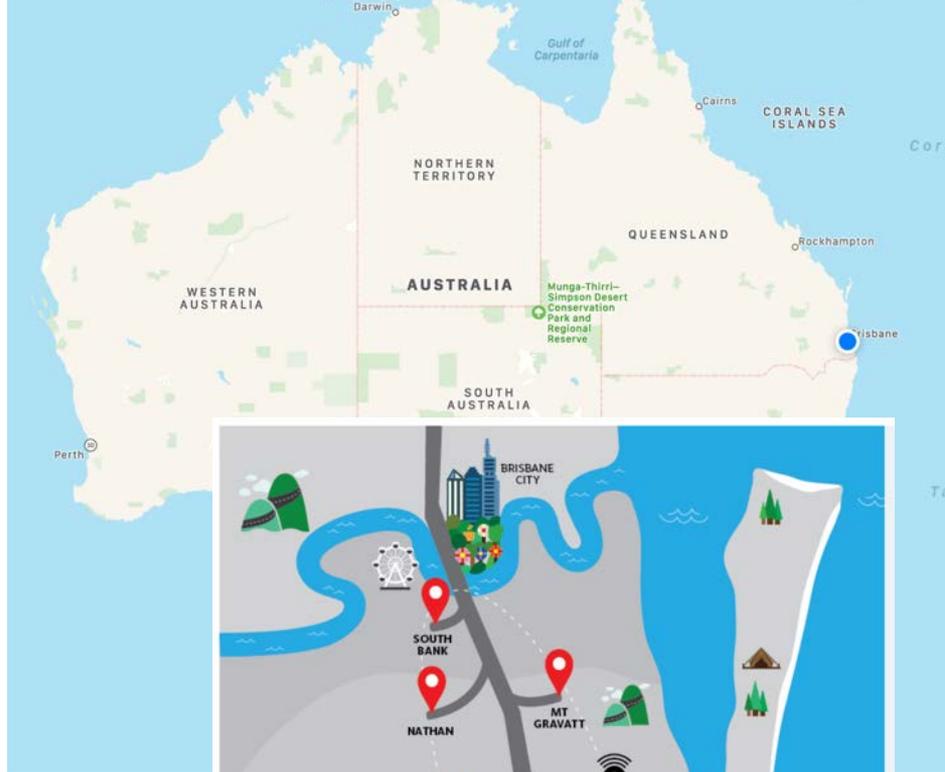


Introduction

- Our digital ecologies are changing because the way we are wanting to teach and examine is changing
- We are seeing a much greater emphasis being placed on active, authentic and collaborative modes of teaching and assessment
- Therefore we have had to find new tools and techniques to help us with these new tasks
- But the reasons to engage with these new tools needs to be based on sound pedagogical foundations

Griffith

- Large comprehensive metropolitan university
- 50,000+ students
- 6 campuses (5+1)
- 15,000 students taking online courses
- Although young a strong history of blended learning and use of TEL





 **50,000+**
STUDENTS

 **4,000+**
STAFF

 **20+**
RESEARCH INSTITUTES
AND CENTRES

RANKED IN THE
TOP 2% 
OF UNIVERSITIES WORLDWIDE

 **200,000+**
GRADUATES

200+ 
DEGREES

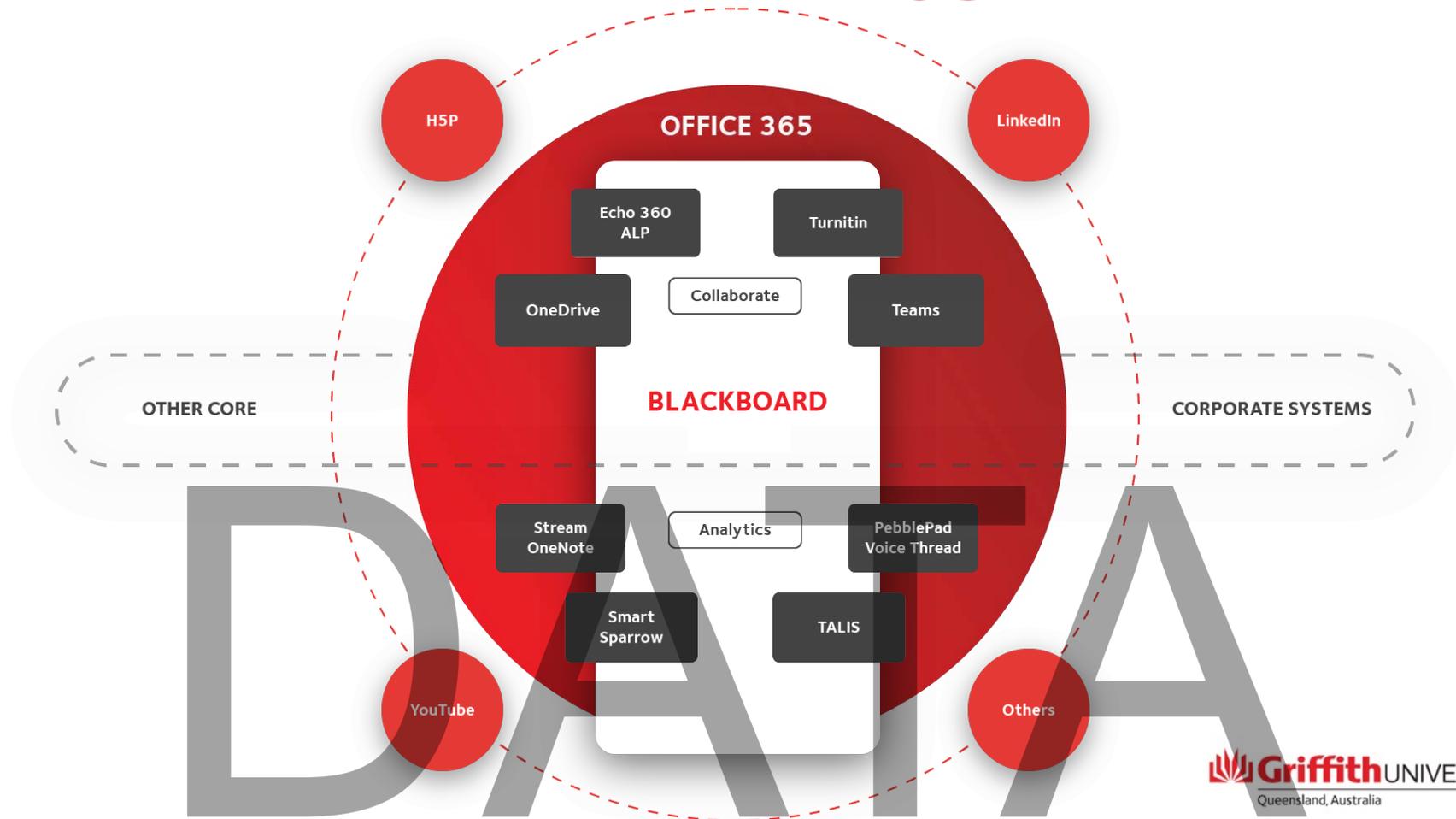
Pivoting quickly

- Fortunately, we all have pretty robust LMS's that double as online classrooms
- The one where people put up PDFs and PowerPoints and call it online learning
- The last 10 years have seen quite an improvement in how we use these spaces
- Despite this we have 1000's of staff in the sector that engage very little in 'teaching' online, as distinct from supporting teaching in an online space
- Last 3 months we have trained 1000+ of staff

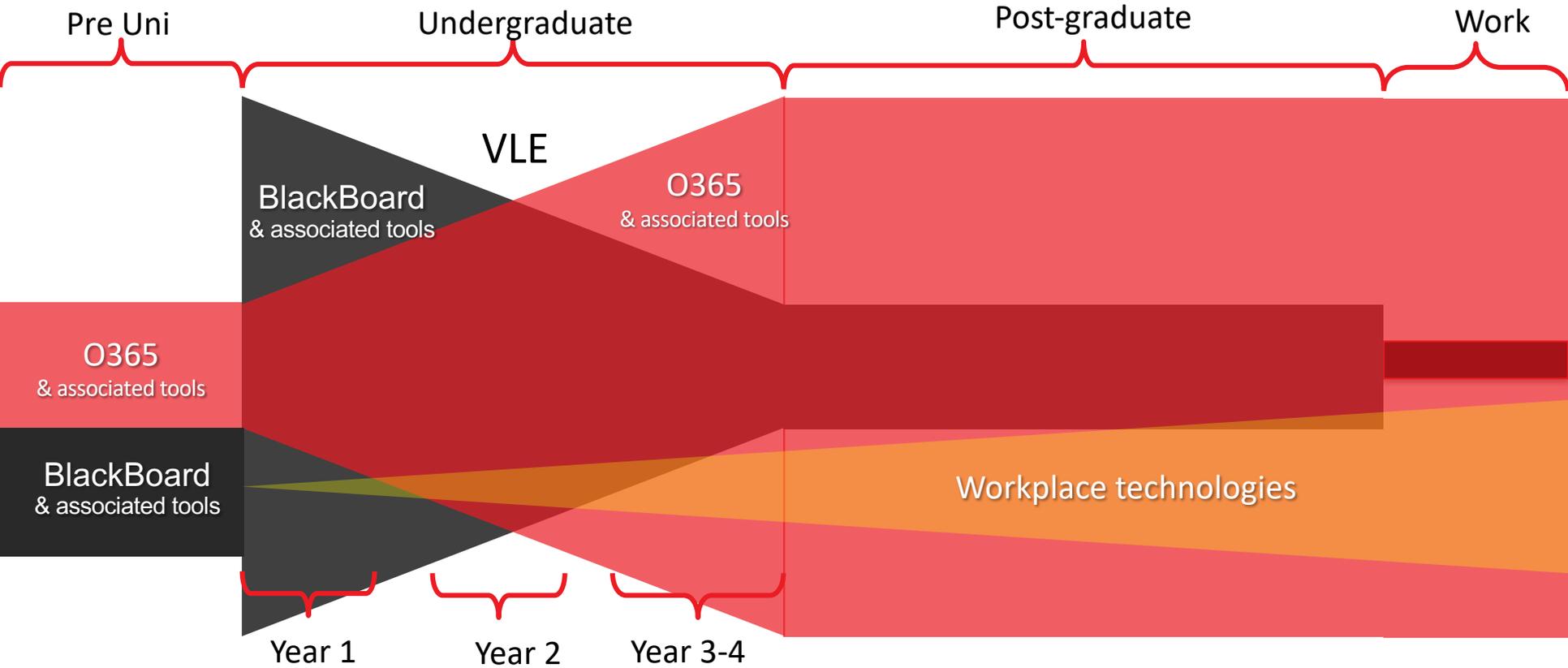


<https://arthistory.umd.edu/eventinfo/collaboratory-presents-online-teaching-best-practices-and-how-tos>

Griffith VLE – Learning@Griffith



Common patterns of student usage



Antecedents and descendant in a changing VLE ecology

Self or cloud hosted

- Institution largely either self hosted or hosted an instance with the vendor on a private cloud, allowing customisations that made upgrading more difficult

API

- With self hosted systems, institutions had to develop APIs (application program interface) to allow other systems to communicate with each other

Transmission of information

- Systems were used to provide links to documents and learning elements contained within a repository. Limited tools in the LMS limited engagement opportunities

Walled garden approach

- Where the LMS was the central repository for learning and pathways inside the LMS led students to different elements in the one garden

SaaS

- Software as a service (SaaS) vendors moving clients onto using the one version of the software. Less customisation possible, but upgrades happen much more easily

LTI & XAPI

- The advent of LTI (learning tools Interoperability) allows learning system to invoke and to communicate with external systems against a common global standard

Participatory creation

- The advent of more tools to allow for the co-creation, sharing and peer-review of learning episodes. Greater interoperability has allowed for this to be more easily mediated

Open garden approach

- The LMS still has a role but now so do many other systems that can interoperate. Pathways lead between the different gardens providing far more variety

The Importance of a quality framework and standards

- TEQSA have started to pay a particular interest in TEL
- Particularly in relation to fully online courses
- Clearly there is a bit of a grace period at the moment
- But now we have moved fully online we cant rest on our laurels



<https://www.teqsa.gov.au/latest-news/publications/guidance-note-technology-enhanced-learning>

Guidance Note: *Technology-Enhanced Learning*

Version 1.2 (11 April 2019)

Providers should note that Guidance Notes are intended to provide guidance only. They are not definitive or binding documents. Nor are they prescriptive. The definitive instruments for regulatory purposes remain the TEQSA Act and the Higher Education Standards Framework as amended from time to time.

What does technology-enhanced learning encompass?

Higher education is delivered in many ways, including through the use of a diversity of technologies such as multimedia, video and online conferencing tools, podcasting, chat rooms, and dedicated learning management systems. Technology-enhanced learning (TEL) is a generic term for modes of course delivery that include such elements, and their use is sometimes also referred to as 'e-learning'.

TEL is not a term used in the *Higher Education Standards Framework (Threshold Standards) 2015* (HES Framework), but in this context it is interpreted broadly as any learning that occurs through the application of electronic communications and computer-based educational technology, combined with pedagogical principles and practices that are applicable to and tailored for this purpose. This might range from augmenting face-to-face teaching with TEL in a limited way, through 'blended delivery' (with a more equal mix of the two) to fully 'online' delivery.

The HES Framework does not presuppose or prescribe any particular mode of delivery or participation.

Relevant Standards in the HES Framework

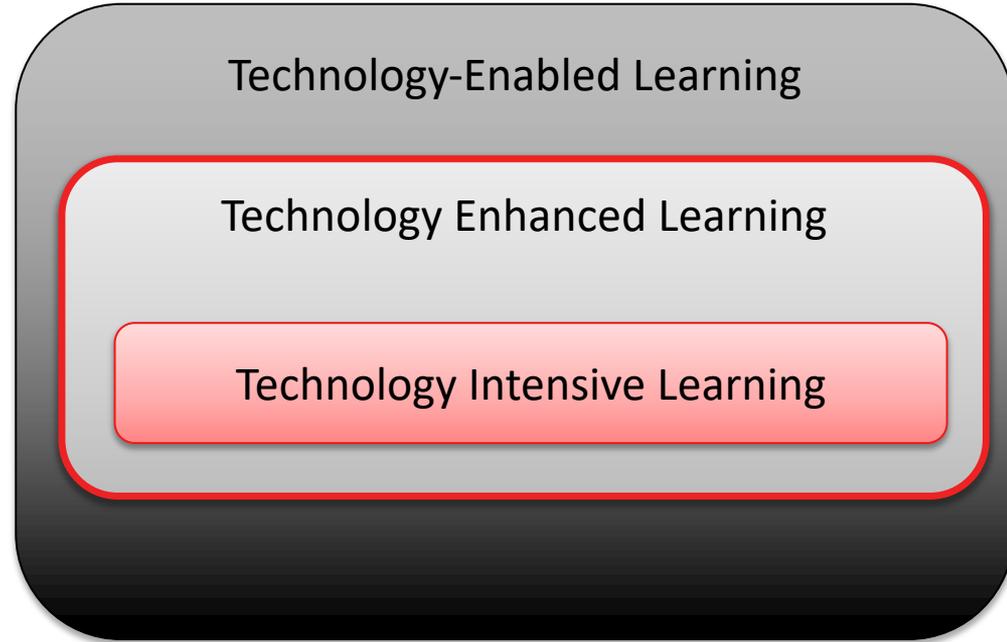
The Standards primarily related to TEL are those that apply to any other mode of delivery or participation, although their application and emphasis may differ in a TEL environment.

By way of illustration, e-learners may require specific skills that might be reflected in tailored admission criteria (e.g. Section 1.1) and an TEL mode of delivery may affect how a provider offers transitional support and detects students at risk (see Section 1.3). The HES Framework specifically requires (Standard 1.3.6) that students have equivalent opportunities for successful transition into and progression through their course of study, irrespective of their educational background, entry pathway, or mode or place of study. Specification and validation of some types of learning outcomes (Section 1.4) that might normally be assessed on-site might need to be related to the learning environment.

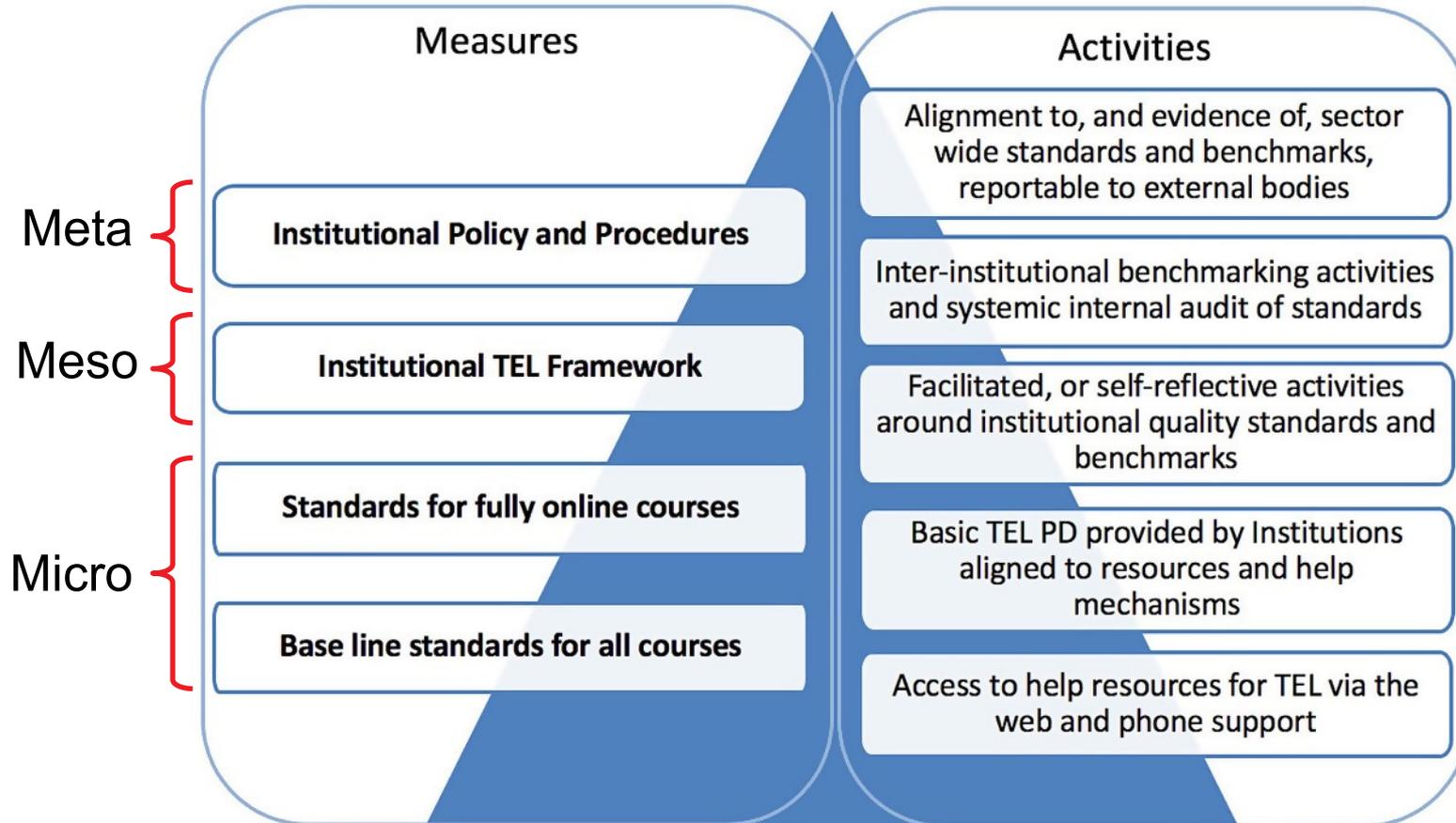
Levels within TEL

There are levels of TEL seen within the sector, dependent largely on the capacity of the:

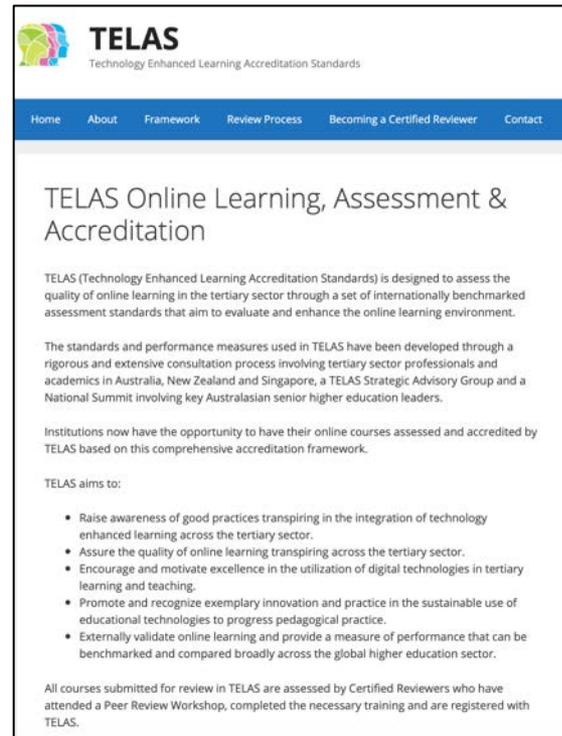
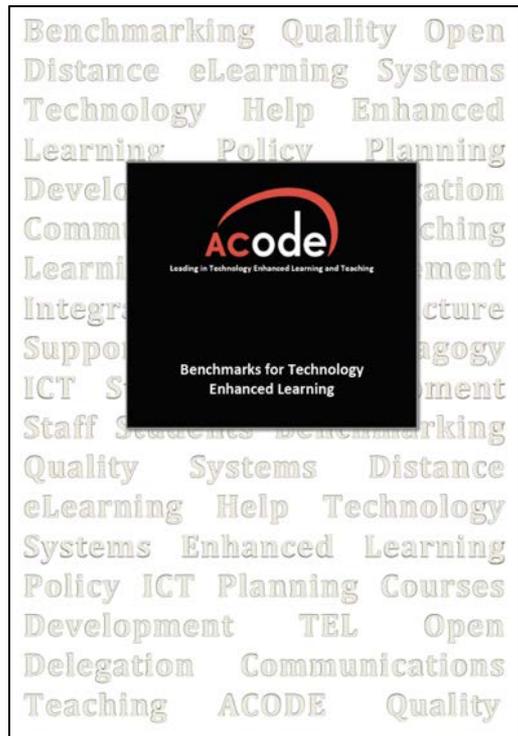
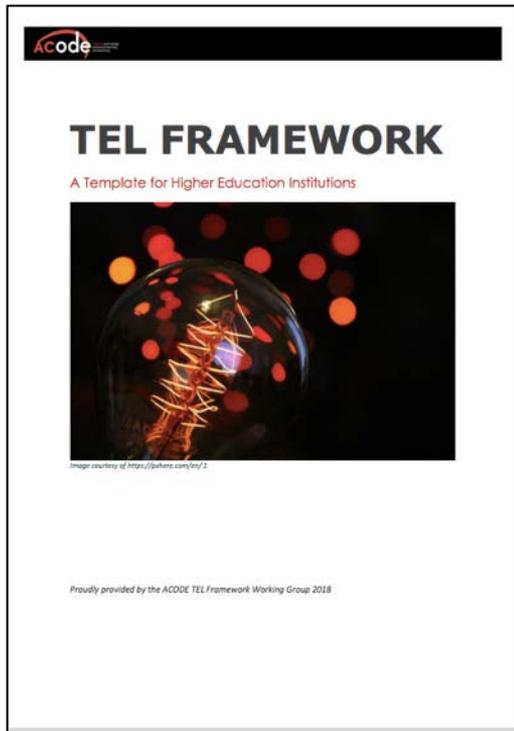
- Educational jurisdiction
- National technology infrastructure
- Geographical constraints
- Level of staff training



The TEL hierarchy of needs



3 Quality tools for TEL



Inter-Institutional Benchmarking Summits



BENCHMARKS FOR TECHNOLOGY ENHANCED LEARNING

ACode

Griffith UNIVERSITY
Queensland, Australia

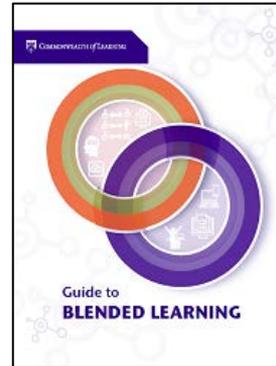
Now Online - Starts August 31 for 8 weeks

Higher Education institutions benchmarking their capacity in technology enhanced learning

Now online from the 31st August for eight weeks

Course/Unit/Subject Quality Tools

- Commonwealth of Learning
- OLC quality score card and toolkit
- Quality Matters (QM)
- ASCILITE TELAS
- ACODE Threshold Standards
- eLearning Guidelines (New Zealand)
- JISC - eLearning Quality Standards
- European set associated with eExcellence
- E-learning Quality Model (ELQ) out of Sweden



TELAS
Technology Enhanced Learning Accreditation Standards

Home About Framework Review Process Becoming a Certified Reviewer Contact

TELAS Online Learning, Assessment & Accreditation

TELAS (Technology Enhanced Learning Accreditation Standards) is designed to assess the quality of online learning in the tertiary sector through a set of internationally benchmarked assessment standards that aim to evaluate and enhance the online learning environment.

The standards and performance measures used in TELAS have been developed through a rigorous and extensive consultation process involving tertiary sector professionals and academics in Australia, New Zealand and Singapore, a TELAS Strategic Advisory Group and a National Summit involving key Australasian senior higher education leaders.

Institutions now have the opportunity to have their online courses assessed and accredited by TELAS based on this comprehensive accreditation framework.

TELAS aims to:

- Raise awareness of good practices transpiring in the integration of technology enhanced learning across the tertiary sector.
- Assure the quality of online learning transpiring across the tertiary sector.
- Encourage and motivate excellence in the utilization of digital technologies in tertiary learning and teaching.
- Promote and recognize exemplary innovation and practice in the sustainable use of educational technologies to progress pedagogical practice.
- Externally validate online learning and provide a measure of performance that can be benchmarked and compared broadly across the global higher education sector.

All courses submitted for review in TELAS are assessed by Certified Reviewers who have attended a Peer Review Workshop, completed the necessary training and are registered with TELAS.



COURSE DESIGN STANDARDS

Learning Futures

Our centre

Our practice

Learning and
teaching plans and
frameworks

Partnerships and
collaboration

News and events

Contact us

What are the Course Design Standards?

Course Design Standards provide student-centred experiences for each learning and teaching principle in the *Griffith Learning and Teaching Framework* (the Framework is available to download in PDF or Word doc format). These are elaborated through descriptions of Exemplar Practices

1. Partnership-Based Learning
2. Engaging and Empowering Pedagogies
3. Scholarly-Inspired Curriculum
4. Locally and Globally Connected
5. Learner-Enabling Design
6. Digitally-Enabled Learning

Being prepared and investing in your people

- Since this started we have been running heavily in training staff
- There will be long term-benefits that last way past COVID
- 1st two weeks focused on getting lectures online and using Teams
- We then shifted focus to alternate forms of assessment
- Now on design and analytics



| | | | |
|---------------------|--|--|---|
| Wednesday 6 May | 11.00am – 12.00pm Designing your course curriculum: An introduction | 12.00pm – 1:00pm Program Leaders' Network Lunch Box Session: Supporting our international students through COVID-19 | 1.00pm – 2.00pm Developing your course profile: Learning Outcomes |
| Thursday 7 May | 2:00pm – 3:30pm Course Analytics: Find out how students are engaging in your Course | | |
| Friday 8 May | 2:00pm – 3:30pm Course Analytics: Find out how students are engaging in your Course | | |
| Monday 11 May | 11.00am – 12.00pm Designing your course curriculum: An introduction | 1.00pm – 2.00pm Developing your course profile: Learning Outcomes | 3.00pm – 4.00pm Designing your course curriculum: An introduction |
| Tuesday 12 May | 11.00am – 12.00pm Developing your course profile: Learning Outcomes | 1.00pm – 2.00pm Developing your course profile: Assessment Plan | 3.00pm – 4.00pm Developing your course profile: Teaching & Learning Plan |
| Wednesday 13 May | 11.00am – 12.00pm Developing your course profile: Assessment Plan | 1.00pm – 2.00pm Developing your course profile: Teaching & Learning Plan | 2:00pm – 3:00pm Ultra Lounge Drop-in Session |
| Thursday 14 May | 11.00am – 12.00pm Developing your course profile: Assessment Plan | 1.00pm – 2.00pm Developing your course profile: Teaching & Learning Plan | 2:00pm – 3:00pm Ultra Lounge Drop-in Session |

| DATE | TIME | REGISTERED | WORKSHOP |
|-------------------|-------|------------|--|
| Tuesday, 26 May | 11.00 | 44 | Prepare your learning materials and activities |
| Thursday, 28 May | 11.00 | 75 | Develop engaging online lectures |
| Thursday, 28 May | 1.00 | 67 | Design engaging tutorials |
| Tuesday, 2 June | 9.00 | 60 | Develop engaging online lectures |
| Wednesday, 3 June | 1.00 | 52 | Design engaging tutorials |
| Thursday, 4 June | 11.00 | 47 | Prepare your learning materials and activities |

Not outsourcing your expertise in online learning

- It takes people with design skills to make the transition
- In many cases we have outsourced the move to online
- It's time to invest in our own abilities and expand our capabilities



michael_sankey



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Tutorials online

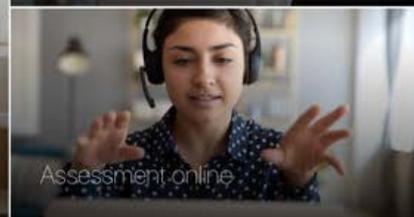
Assessment online

Labs and pracs online

Communicate online

Student support online

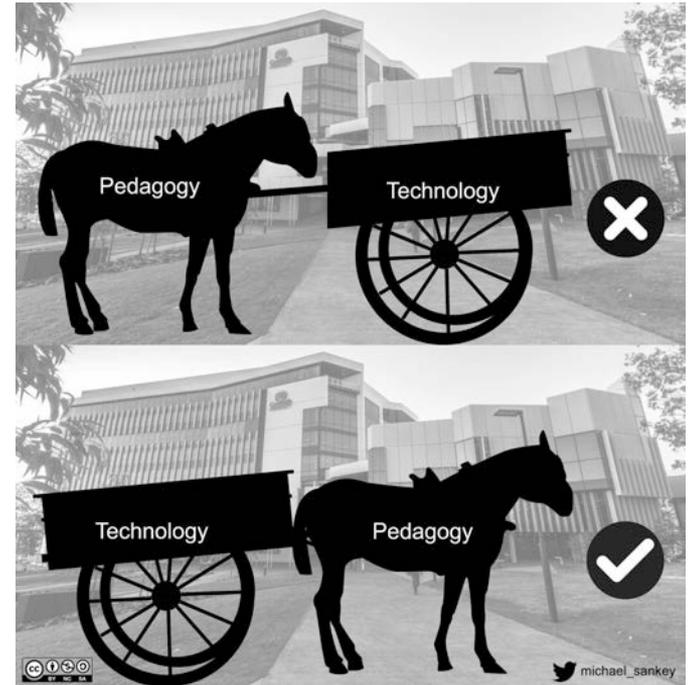
Recycle bin



- Latest updates
- Join the Engagement Community In Teams
- Academic workshops
- From Carol Evans, PVC Learning and Teaching
- COVID-19: L&T Support Line
- Your academic group
- Accessibility
- Get help from the Library
- Working remotely
- IT Help and Support
- Coronavirus - Griffith University
- Your feedback and suggestions for this site

Developing a pedagogy first approach

- Educational technology has been a driving force to develop new strategies, with a base assumption that educational technologies can facilitate pedagogical scenarios
- We have tried to fit the pedagogical intent of our teaching into a tool we teach it with (we like the tool), instead of using the pedagogy as the reason for adopting the tool (this tool helps me apply my pedagogy)
- That's like putting the cart before the horse



My set of clubs for a round of technology enhanced learning (TEL)

Pedagogy

A cover-all term often describing the act of teaching, taking into consideration the theories of learning (Wikipedia 2020).

Andragogy

Learning is more self directed, internally driven and motivated. Typically in adults (Blondy 2007)

Heutagogy

Self-determined learning where learning is autonomous, but emphasises engaging with others online (Blondy 2007)

Paragogy

Peer-production in the context of self-directed and the co-construction of learning, online (Herlo 2014)

Learning Strategies

Assessment

Designing assessment of/for/as learning

Constructivism

Constructing knowledge and meaning from our experiences, forming new objective realities (Crosslin 2016)

Socio-Constructivism

Embracing the collaborative nature of knowledge formation in a cultural & social context (Amimesh & Asi 2015)

Situated Learning

Focusing on acquiring professional skills, where tangential participation leads to learning (Lee & Wegner 1991)

Connectivism

Where learning happens across online peer networks, with the teacher acting as a guide (Crosslin 2016)

Learning Theories

Active, Collaborative, Authentic
Common engagement (teaching) strategies



More details in:

| | |
|---|--|
| MICHAEL SANKEY Instructivism <small>The Philosophy of What Brings the Joy</small> | is based in two dynamics, 1) that the teacher is the primary agent of learning and that their knowledge forms the foundation of instruction; 2) the act of teaching is about changing students' behaviour (learning) towards a new, agreed better state. (Crosslin, 2016) |
| Cognitivism | Learning comes about by forming mental processes or making associations that influence the way we think. Meaningful learning occurs through organisation and elaboration of information, where teachers will ask prompting questions to help students refine their thinking or recognise where they may be wrong. (Ertmer & Newby, 2013) |
| Constructionism | Students construct knowledge when they construct mental models to understand the world around us, by using informal (or "we know") language. It is usually hands-on, through project-based work where you are active in making real world objects. The teacher acts as a facilitator for "discovery" rather than being a lecturer. (Alessandrini & Larson, 2002) |
| Constructivism | We construct knowledge and meaning from our experiences, where learning is active. In other words, we actively construct or create our own subjective representations of our objective reality. New information is linked and added to prior knowledge, so that mental representations are individualised and owned by the learner. (Crosslin, 2016) |
| Socio-constructivism | The emphasis is on the collaborative nature of learning in a cultural and social context, where cognition, or sense making originates in and around social interaction. So, it is more than an assimilation of new knowledge, it requires learners to integrate into a knowledge community and thereby co-create knowledge. (Amineh & Asl, 2015) |

PUTTING THE PEDAGOGIC HORSE IN FRONT OF THE TECHNOLOGY CART

<https://michaelsankey.com/2020/05/22/putting-the-pedagogic-horse-in-front-of-the-technology-cart/>



Active learning

- This is where you engage students on an analytical level. It seeks to facilitate students to assimilate material and information rather than passively absorbing it through traditional lectures.
- By designing tasks that require students to be active, they are also being encouraged to take a deep approach to learning which can impact on their learning in a positive way.

- Active discussions
- Live debates
- Problem solving
- Case-based learning
- Simulations
- Role playing
- Peer teaching
- Team projects

Collaborative Learning

- This relies on engaging group structures to support students working together while maximising Individual learning.
- It usually involves two or more people learning something together, allowing them to capitalise on one another's resources and skills.
- This can be integrated into your teaching program to encourage students to become involved, which can in-turn provide a valuable source of motivation.

- Peer modelling: getting students to roleplay
- An online Scavenger Hunt for information related to the topic of the week
- Formal or informal debates on a given topic
- Pass the Problem, where students partly answer and pass the problem onto to the next student.
- Forming Groups Creatively, where students brainstorm solutions to problems

Authentic Learning

- Students gain experience – learning by doing rather than by listening or observing.
- Lets them discuss, explore & construct concepts, to discover real word relationships.
- Encouraged them to critically think & evaluate information & data, to gain knowledge & build a professional identity.
- It exposes them to various settings, activities & perspectives, allowing them an opportunity to collaborate, and practice skills in their various environments.

- A problem that is ill-defined and not easily solvable
- Tasks that allow for sustained investigation
- Allow for multiple sources and perspectives
- Reflection
- Perspectives from various disciplines
- Assessment that is integrated
- Creation of products
- Problems that have many possible solutions and outcomes.



After the initial flurry – dealing into China

- Initially it was getting 1500 students in China online
- We solved that with a VPN all except for ProctorU
- Fortunately many made it over
- The next thing was getting 600 course online
- Now it's doing it all again for our Trimester 2
- Fortunately we learned some lessons
- Keep it simple to start with

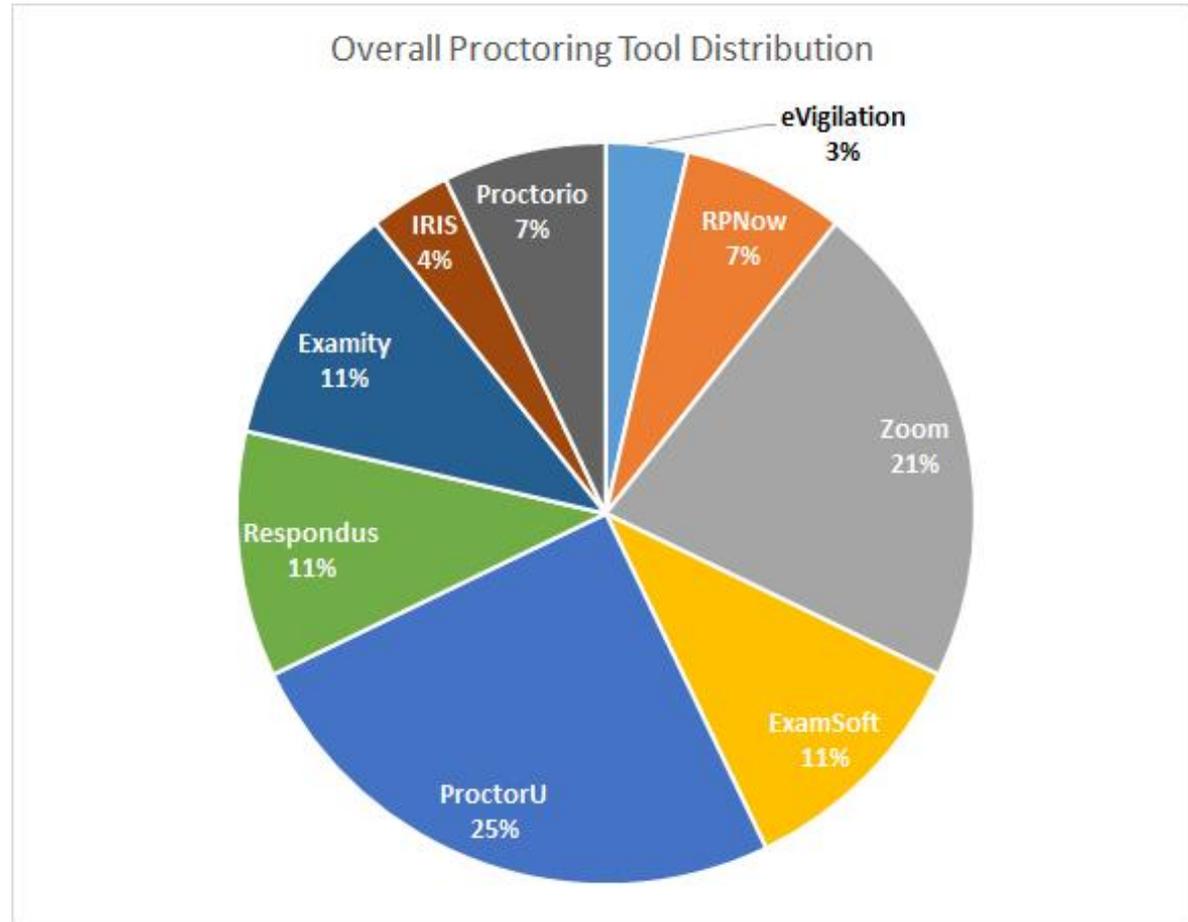


Dealing with online assessment and proctoring

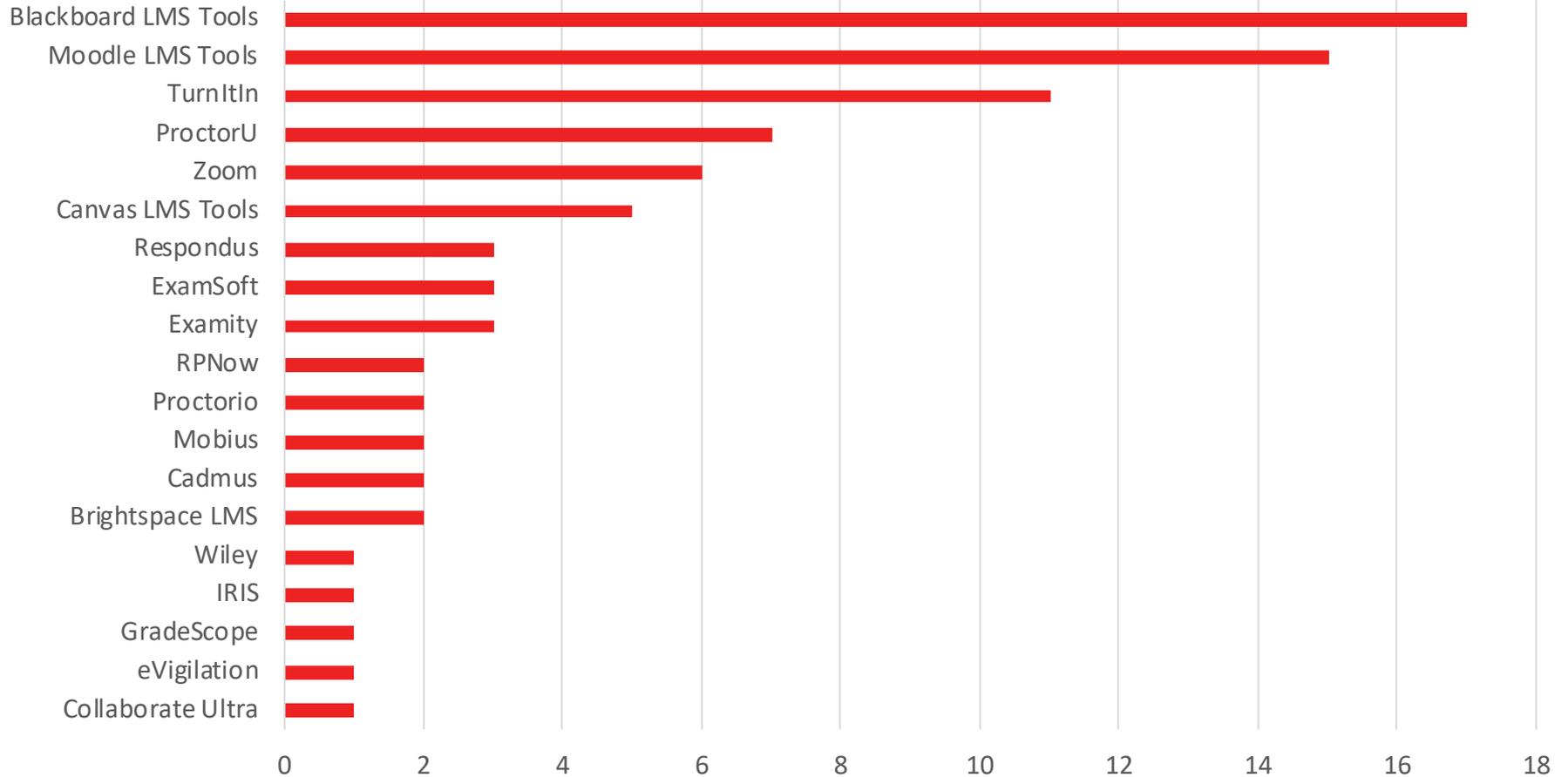
- 5% of students were unable to successfully participate in online activities with the access they had at home
- Only, since tri/semester started we loaned out most of the computers
- Some uni's have said 'no exams' this tri/semester
- UNE experience
- Oral exams, take home, open book, times quizzes
- In our case...

ACODE Survey of e-exam tools

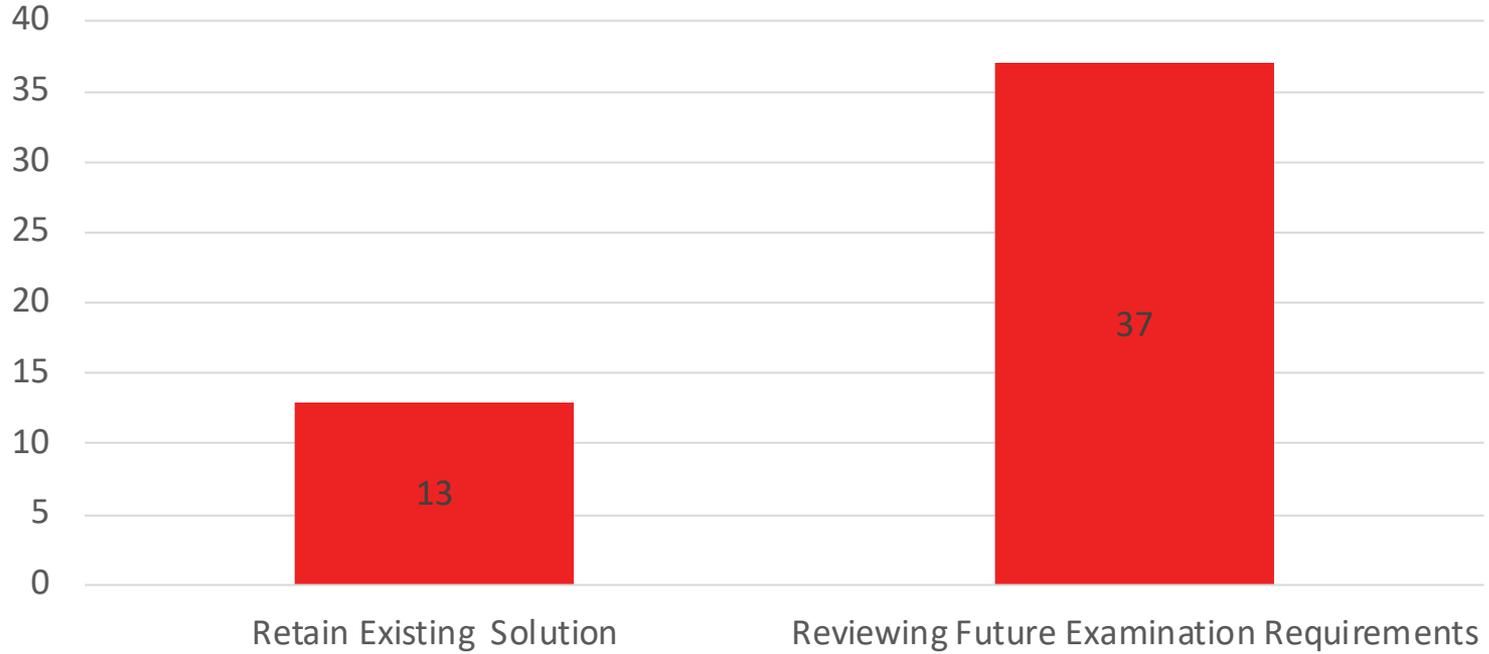
- All 49 Universities in Australia and New Zealand and USP participated
- 51% used some form of proctoring tool



Software use per institution



Institutions Online Assessment and Proctoring Tool Outlook



The issues identified

- Institution Service Delivery Issues relating to the institution and its effort to deliver online exams with a given set of services, and
- Technical Issues relating to the service or platform during use.
- Institutions, when attempting to implement a new service are restrained by a range of factors, including institutional policy, culture and existing solutions.
- Each institution has unique goals to achieve with the new service, and this can influence the success factors.

Alternatives to exams

- Times Quizzes
- Random quizzes based of quiz bank
- Interactive Oral assessments:

<https://sway.office.com/yQ2s0Bm3ILkWtGII?ref=Link>

- Viva voce, or oral examinations
- Open book exams:

https://www.newcastle.edu.au/__data/assets/pdf_file/0006/268980/Open-Book-Exams.pdf



E-Exam Concept - Using Timed, Open Book Question Bank

In this scenario, the exam has 8 questions. Each Question Bank contains similar questions equally weighted and within the bank covering the same learning objective . Questions in banks are random. All students will do a different set of questions*.



Some things to consider

- **Adjust time limits to account for the technology learning curve.** Some students are not comfortable taking an exam online, so adjust traditional time limits.
- **Consider getting rid of forced completion.** Some students may be dealing with a number of distractions at home -- children, sharing space with family and so on..
- **Be flexible with deadlines.** Hard deadlines are as out of style as hugs and kisses during the COVID-19 pandemic.
- **Feed forward mechanisms.** Include reflection on the assessment as an additional element to feed into final grade
- **Cheating behaviours.**



Doing this quickly doesn't mean we abandon quality processes

- When all is said and done we have done an amazing job to get all our courses online in such a short time
- But let's face it some of it could be a lot more elegant
- The other thing that has suffered most is assessment
- And designing for usability - UD



The screenshot shows the homepage of the Transforming Assessment website. The header features a globe and the title "Transforming Assessment". The main content area is divided into several sections:

- Main Navigation:** A list of links including Home, About Us, Webinar Series, Events Calendar, Past Events, Bibliography, Contacts, e-Assessment Examples (2.3), and e-Assessment Examples (2.8).
- Tools and Systems:** A list of links including Presentations, iPeer, Mahara, MediaWiki, Moodle, NanoGong, OpenSimulator, PhyBf, QuizHUD, SBL Interactive, Second Life, Moodle, and WordPress.
- Article:** "Rethinking assessment in a participatory digital world - Sharing innovative assessment in Higher Education" by the ASCILITE SIG. The article discusses exploring assessment in higher education with a focus on using information and communications technology to enhance the assessment of student learning (e-assessment).
- Webinars:** A section titled "Transforming Assessment Webinars - now in our 11th year!" with a sub-section "Our 2020 series is now running - see sessions listed to the right." It includes "Session start times: Please check each session page for time-zone converter links!" and "Session recordings ... : View over 100 recordings of past events from 2010 to 2020."
- Partners and Joint Activities:** A list of activities including the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) as the e-Assessment SIG, and Assessment in Higher Education (AHE UK) 2017, 2018 and 2019 conference review webinars - returning in 2020.
- User Login:** A form for Username and Password, with links for "Create new account" and "Request new password".
- Upcoming Events:** A list of events including "2020: Online exam challenges: migration or transformation?" (6 May 2020), "2020: e-Assessment Awards - panel review" (3 June 2020), "2020: AHE conference panel - looking to 2021" (15 July 2020), and "2020: iLearn Insights: monitoring student engagement and enabling..." (15 July 2020).

<https://transformingassessment.com>

Sharing and learning with others

- “We are all in this together”
- Most people are very willing to share
- Get connected
- Look for this from people you trust, already know, as
- Lots of people are putting stuff up for us to learn from
- But look for trusted sources



COMMONWEALTH of LEARNING



FIJI NATIONAL UNIVERSITY

Technology Enabled Learning Community of Practice





Questions and Discussion