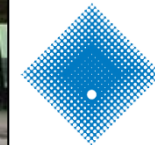


# Improving staff capacity to support student learning in the digital age

Rosy Borland & Sonia Wilkie

**LEARNING  
ENVIRONMENTS  
TEAM**



**VICTORIA  
UNIVERSITY**

MELBOURNE AUSTRALIA



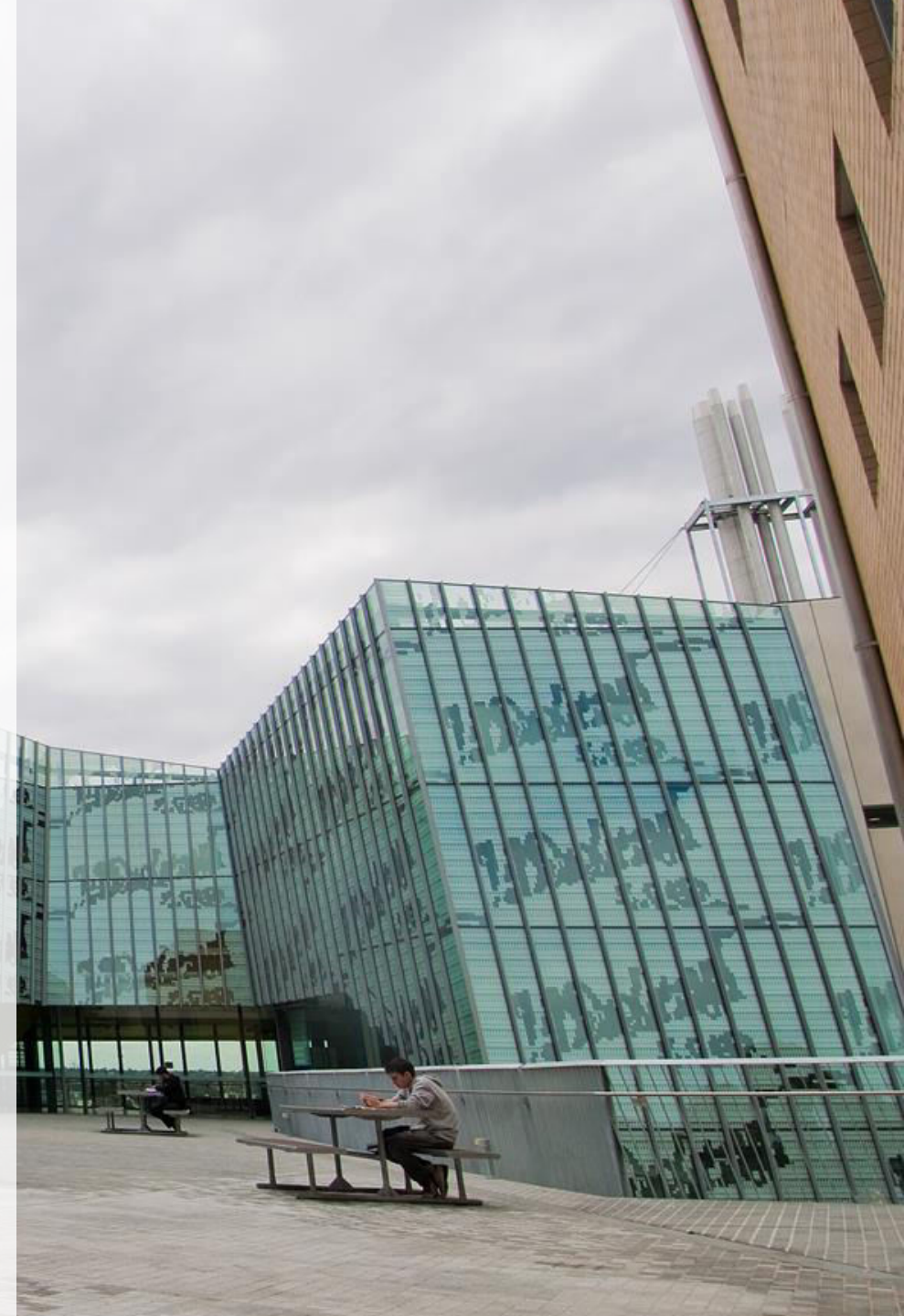
# Project Background

## Blended Learning Project and Strategy

- Blend all units at the University within 3 years
- Provide students with flexible learning experiences
- Work with academics & support staff to design and develop blended units
- Improve academic digital Literacy Skills

## In 2016:

- **112 Units** designed & developed for delivery in Semester 1 2017





# Project Background

In 2017, the project has expanded...

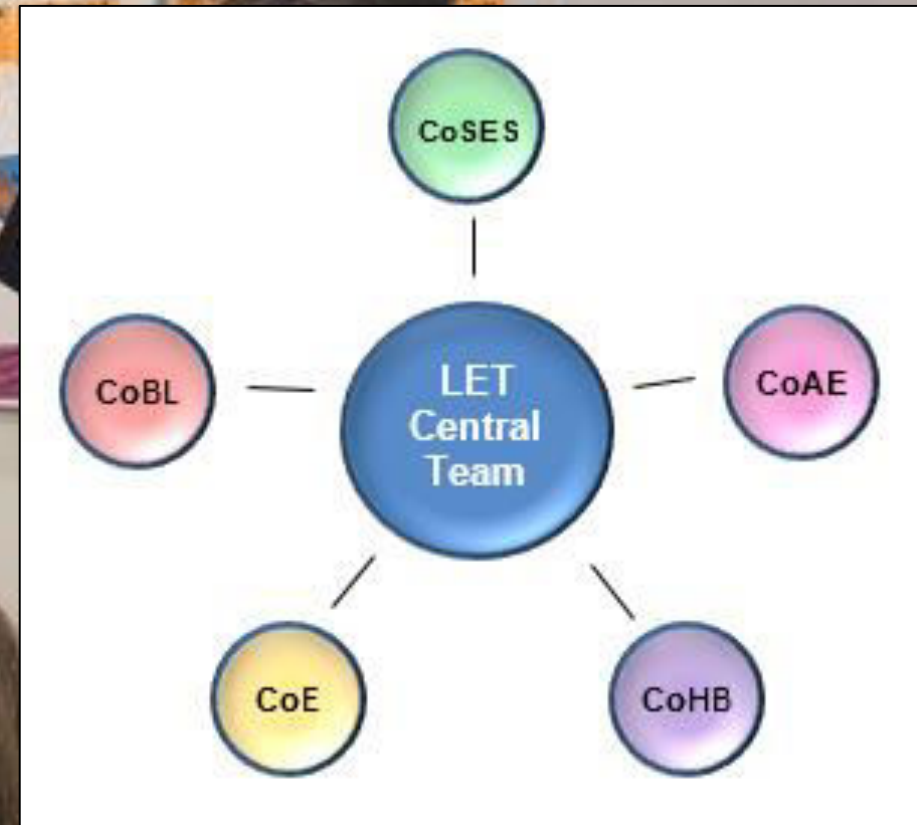
- **203 units** being developed for delivery in 2018
- **160 units** for the University's new first year college



# Hub and Spokes

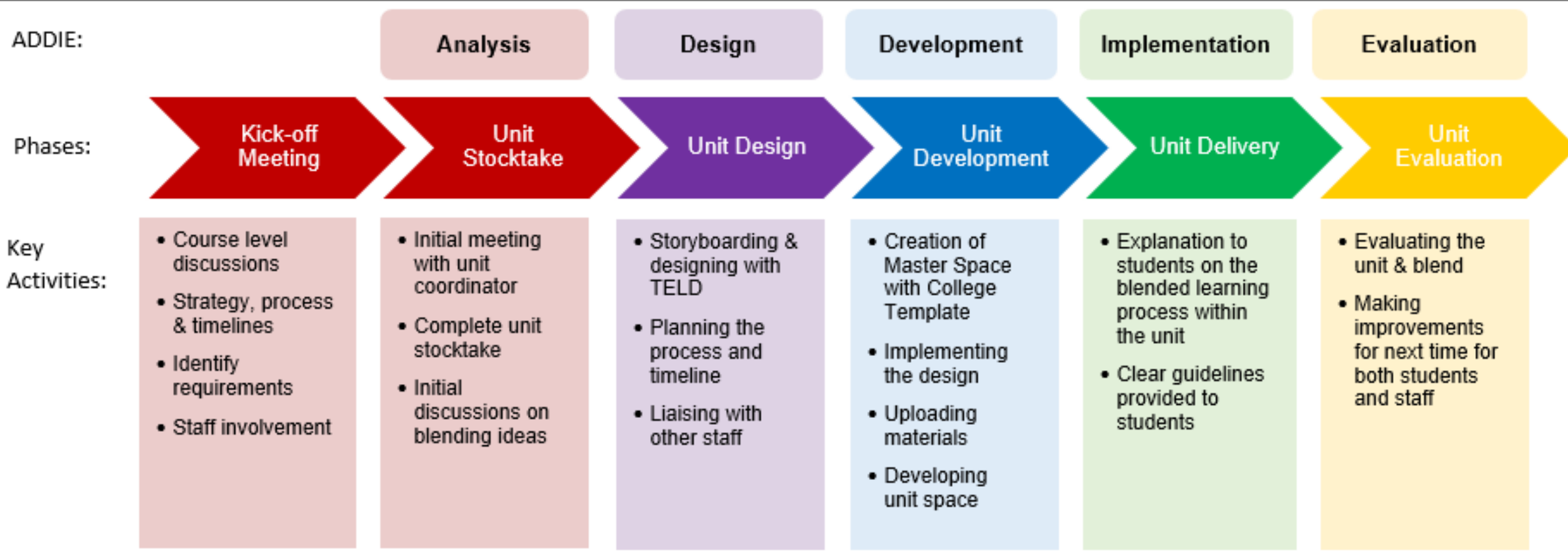
## Advantages

1. Sharing & collaboration between learning designers
2. Ability to address the specific needs of the individual colleges
3. A range of options for building capacities
4. Opportunities for informal corridor conversations, and more casual just-in-time 'drop in' sessions





# Process: ADDIE

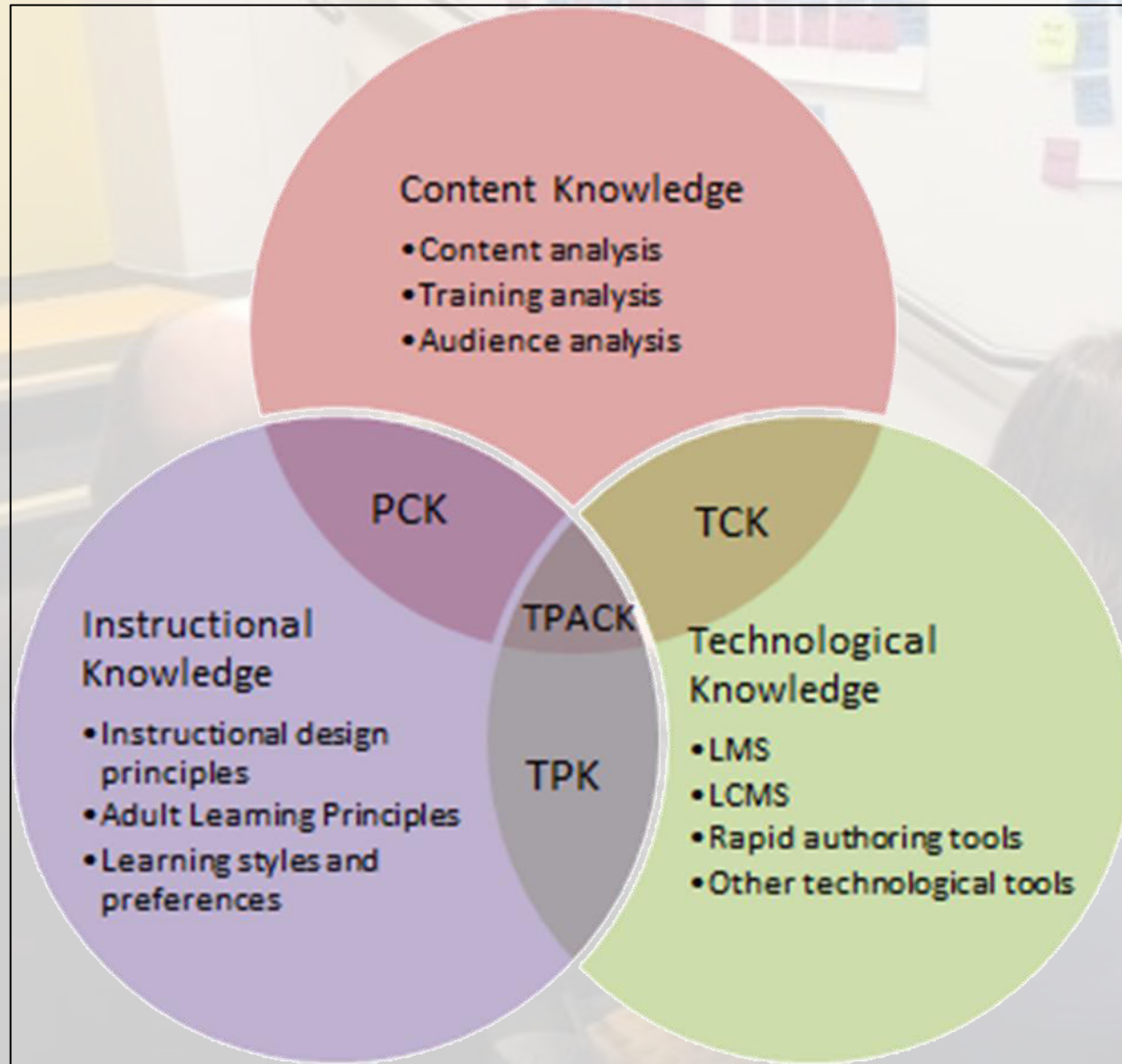


# Process: Mapping





# Process: TPACK



# Building Capacity

- Blended learning lunchtime sessions
- Blended learning newsletters
- Hands on workshops
- Linking to workshops run centrally
- Learning designers have acted as the lynch pin



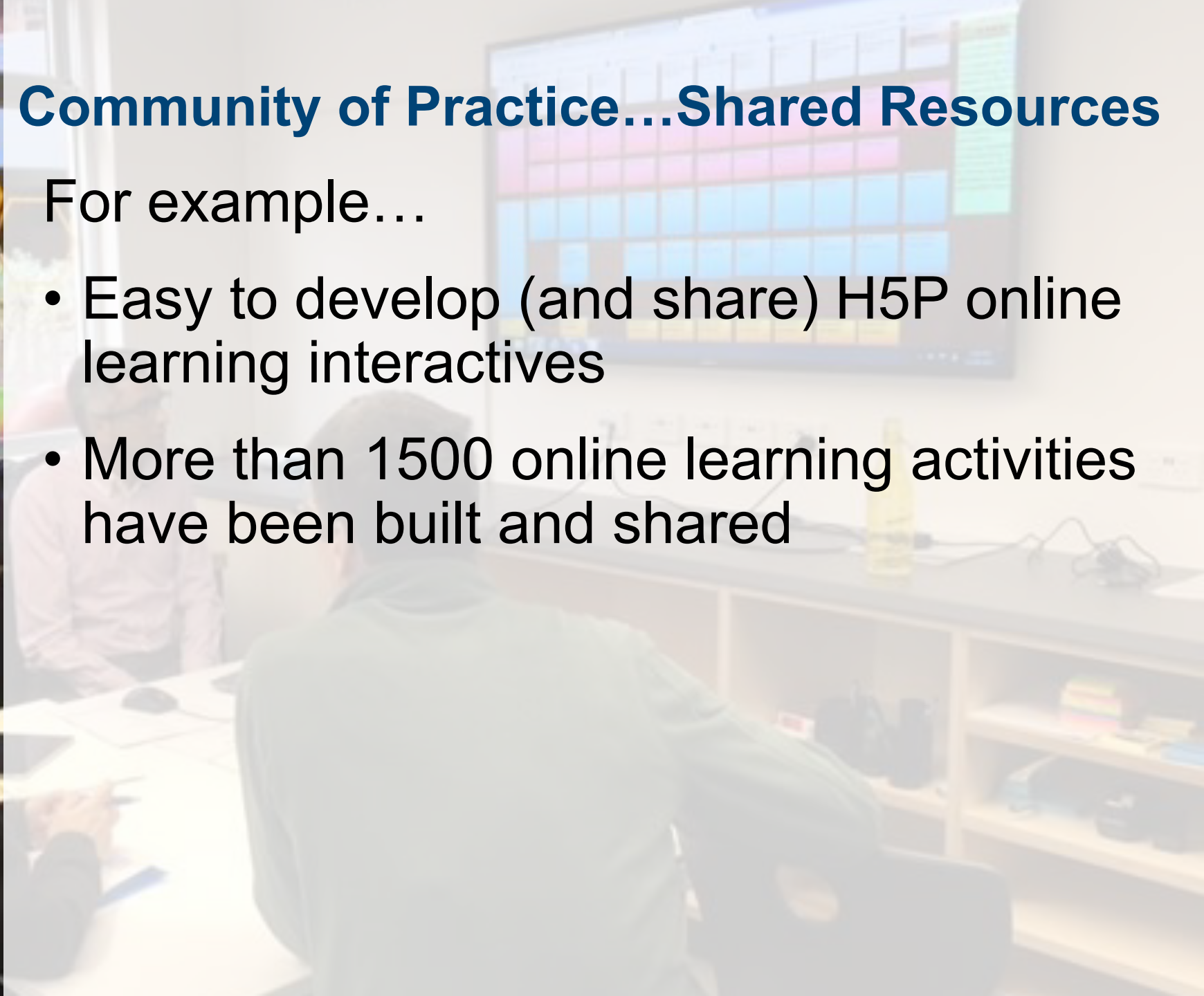




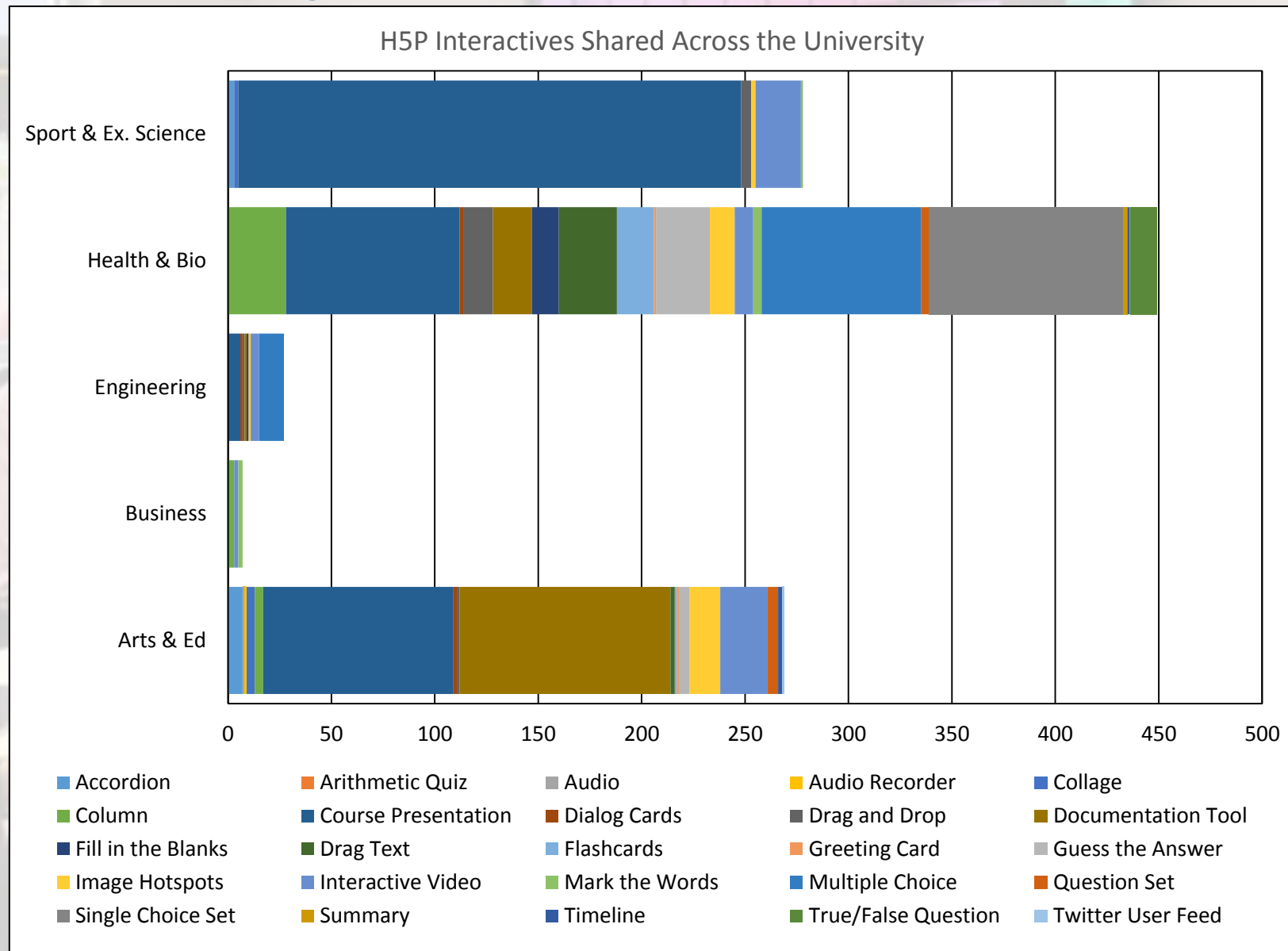
## Community of Practice...Shared Resources

For example...

- Easy to develop (and share) H5P online learning interactives
- More than 1500 online learning activities have been built and shared



# Community of Practice...Shared Resources





# Online Learning Space

## (2016)

Search Topics

Q

Unit Overview

Bookmarks

Course Schedule

Table of Contents

Unit Guide

Week 1

Week 2

Week 3

Week 4

Week 5

**Week 6**

Week 7

Week 8

Week 9

Week 10

Week 11

Draft

Week 12

Assessment

Information

Draft

86

1

9

9

1

10

3

7

7

7

1

1

5

Week 6

Print

Settings

Add restrictions...

Published

Overview of the Week 6 Module

TUTORIAL

Key Concepts/Topics:

1. Understand the etiology and consequences of atherosclerosis

2. Understand the incidence, assessment for, and treatment options for PAD-including exercise

3. Journal Article Discussion- ESSA and ACSM Position Stands on PAD, CAD, etc

4. PAD diagnosis

Learning Activities:

Lecture slides on atherosclerosis and PAD

Learn how to take an ankle brachial index (ABI) to diagnose PAD

Assessments:

Lecture Quiz on when to start/stop and exercise test from ECG rhythm strips

No tutorial assessment this week

New

Add Activities

Bulk Edit

Lecture 6 1 slide per page Atherosclerosis & PAD (jda 12-APR-16)

Lecture 6 6 slides per page Atherosclerosis & PAD (jda 12-APR-16)

abi\_worksheet

ankle-brachial index-3

ESSA-Position-Statement-Peripheral-Arterial-Disease-2

Exercise\_and\_Acute\_Cardiovascular\_Events\_Placin

Exercise\_for\_Patients\_with\_Coronary\_Artery.24

✓

✓

✓

✓

✓

✓

✓



# Online Learning Space

## (2017)

Bookmarks

Course Schedule

Table of Contents80

Getting Started

Unit Guide1

Week 14

Week 27

Week 35

Week 47

Week 53

Week 65

Lecture-Supplemental Material4

Tutorial-Supplemental Material1

Week 72

Week 84

Week 94

Week 102

Week 111

Week 121

Week 6: Hypertension and Atherosclerosis

SCL6103

Week 6: Hypertension and Atherosclerosis

PRE LECTURE LEARNING ACTIVITIES

1. Review interactive content entitled "Cardiovascular Disease"

2. Review interactive content entitled "Atherosclerosis"

3. Review interactive content entitled Hypertension

PRE TUTORIAL LEARNING ACTIVITIES

1. Read ACSM Position Statement "Exercise and Acute Cardiovascular events"

2. Read ESSA Position Statement "Exercise and Hypertension"

3. Rate Pressure Product

New

Add Activities

Bulk Edit

Expand All

Collapse All

Lecture- Supplemental Material

New

Add Activities

Atherosclerosis

Cardiovascular Disease

Review of Cardiovascular Physiology

Hypertension

Tutorial- Supplemental Material

New

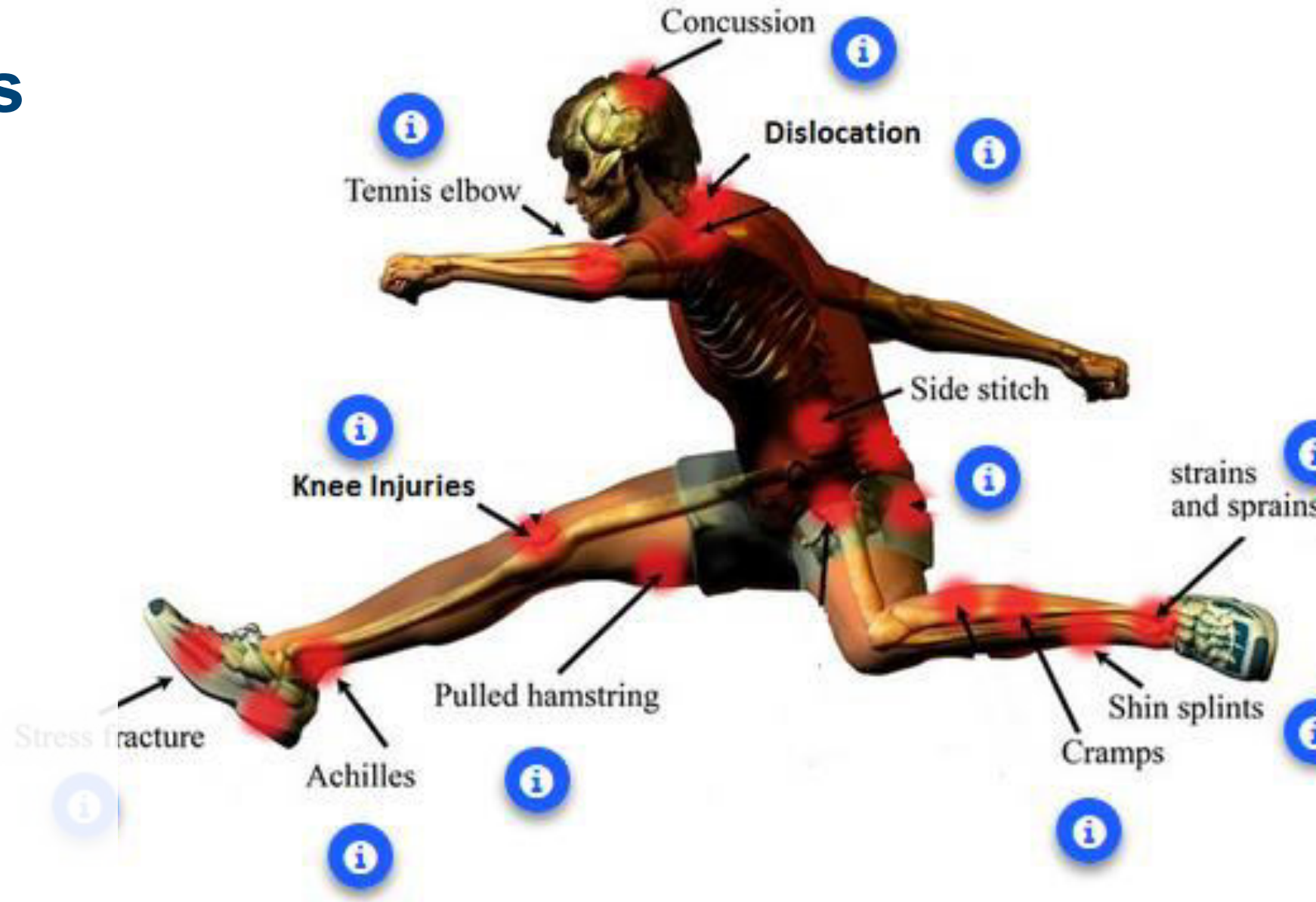
Add Activities

Medication Worksheet





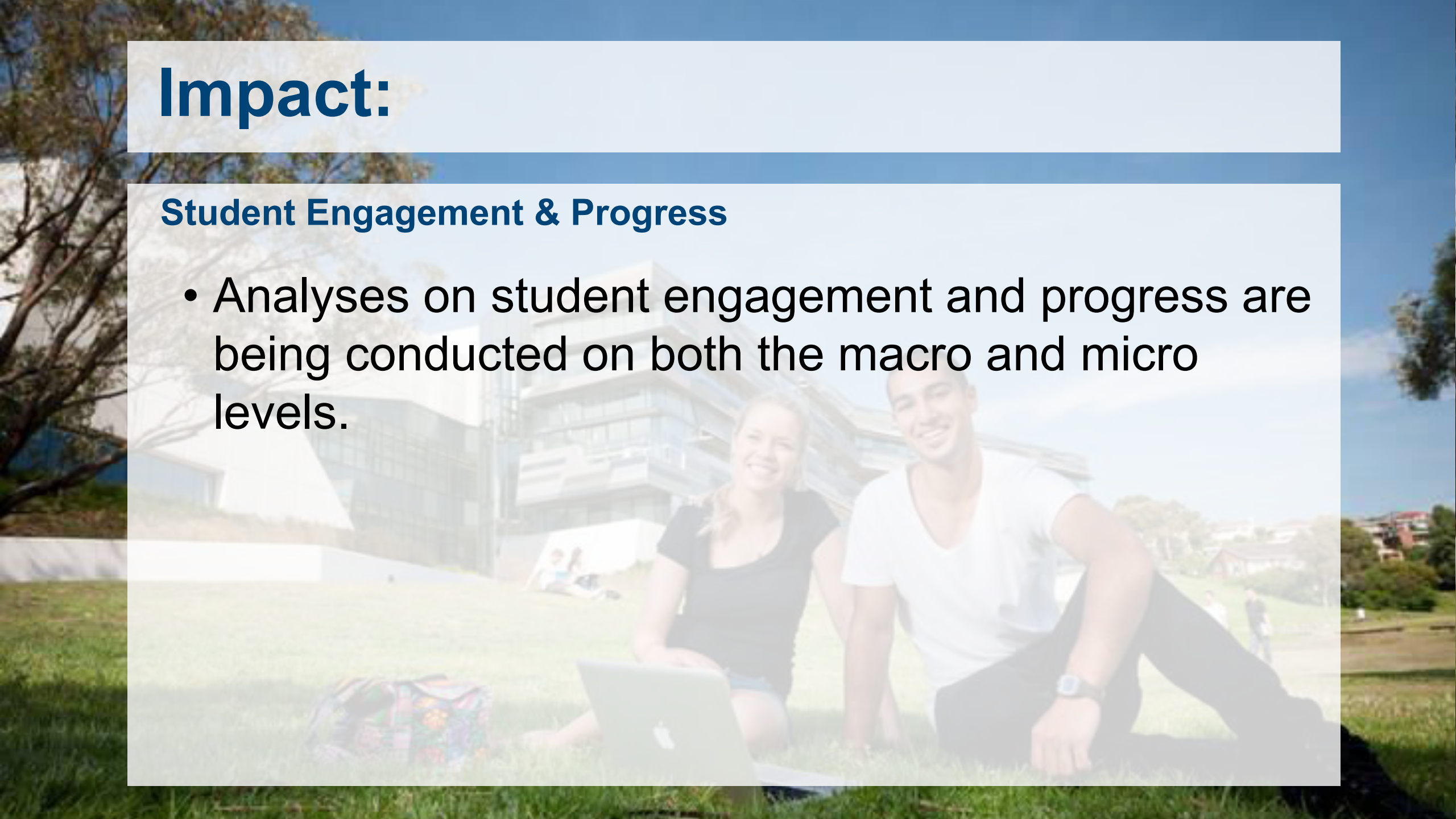
# Examples



# Impact:

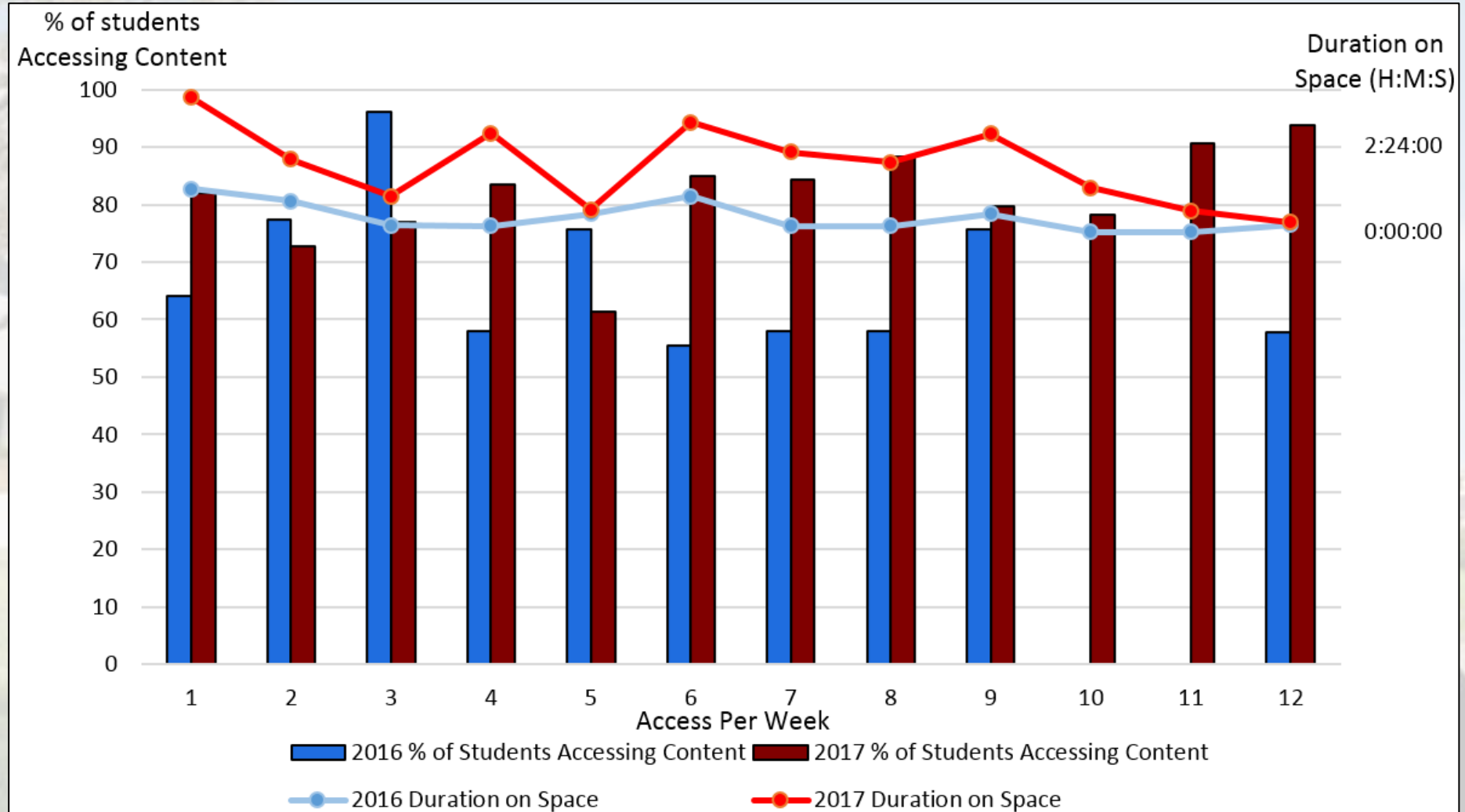
## Student Engagement & Progress

- Analyses on student engagement and progress are being conducted on both the macro and micro levels.

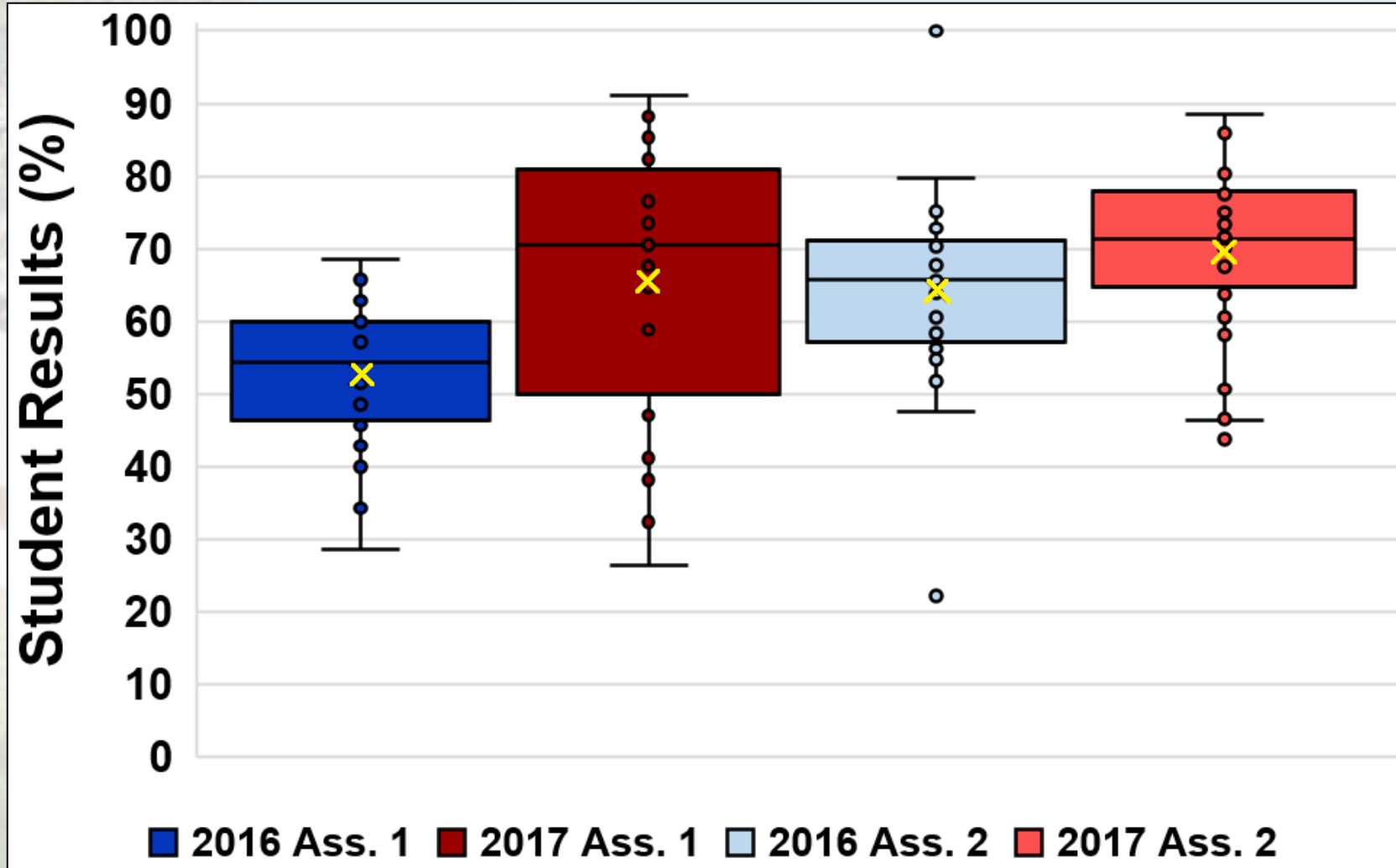




# Impact: Student Experience



# Impact: Student Experience





# Impact:

## Students

- “Thanks the maths support videos, they were immensely helpful”
- “They are great - I like the interactive nature”
- “Great flexibility”
- “It consolidates what I have heard in lectures, read in lecture notes / textbook”

## Staff

- “Thankyou for showing me how to use this tool. The initial learning curve was steep, but it was worth it”
- “I like being able to create and edit my own online activities, as and when needed”

# First Year Model

Search Topics



Session 1

Bookmarks

Course Schedule

Table of Contents

Getting Started

## Checklist: Week 1 Session 1

Description

Click on the [Checklist](#) to start your learning for this Session. Tick the checkbox when you have completed each activity.

### Before Class

Congratulations {InitiatingUserFirstName}!

You have completed all of the required activities for the first session of SPRT-First Year College Exemplar Space. My records indicate that you have:

- Completed the checklist: [Checklist: Week 1 Session 1](#)
- Attempted the [Online quiz: Session 1](#)

All indications are that you are off to a good start for this unit. Now that you have completed those activities, you should look at the Session 2 content module and prepare for your next class.

There is no need for you to reply to this email, but if you choose to do so, you MUST Reply All and ensure that my email address is in the CC field of your email before you send it. If you do not do this, I will not receive your email.

Keep up the good work.

Jo Bloggs

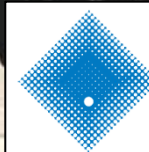
Unit Coordinator

☐ Work in groups to ....



# Thank you!

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