Anytime, anyplace – developing online maths support at Australian Catholic University

Digitalising AALL practice

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AALL Conference,Geelong, Australia

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Workshop overview

- Online learning
- ACU context
- Early developments
- Ongoing work
- Snapshots of the student experience
- ACU's development
- Going forward…

Online learning-improving student outcomes

- online learning recognised as ‘core business’
- early intervention with realistic expectations
- ‘teacher-presence’ vital in student retention
- engaging, interactive and supportive resources and delivery
- regular and structured contact with student
- learning analytics essential for effective intervention
- academic and professional staff collaboration

Source: Stone, C. (2017). Opportunity through online learning: Improving student access, participation and success in higher education. Retrieved from https://www.ncsehe.edu.au/wp-content/uploads/2017/03/CathyStone_EXECUTIVE-SUMMARY.pdf

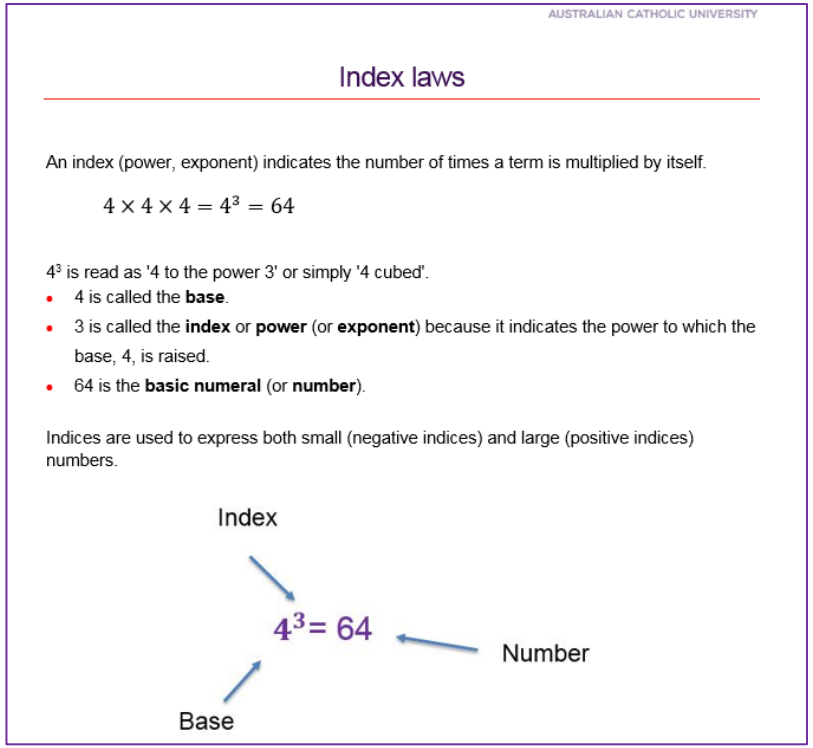
Australian Catholic University

The Daniel Mannix Building, Melbourne Campus

ACU context

- Development of resources as needed by students after consultation with faculties
- Aim for 3 resources for each topic:
  - Tip Sheet
  - Worksheet
  - PowerPoint
  - Video
  - Self-assessments with explanations & worked solutions
- Resources prepared according to principles of UDL

Early developments



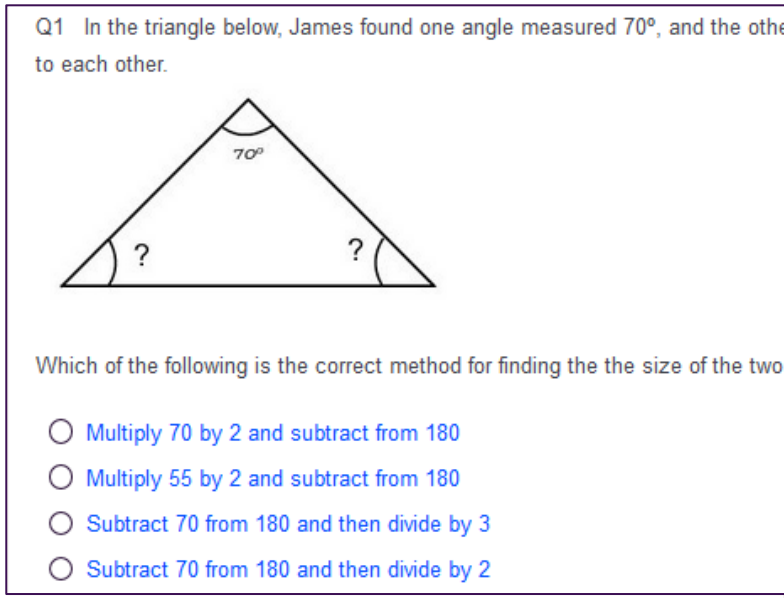
Face-to-face

- workshops
- consultations
- drop-ins

Subject-specific tutorials/workshops

PowerPoints presenting subject-specific skills/techniques

LANTITE preparation video



Ongoing work

Online workshops

Online consultations

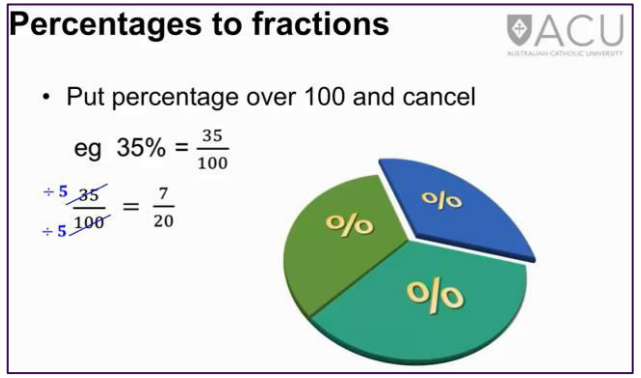
Interactive self-assessments

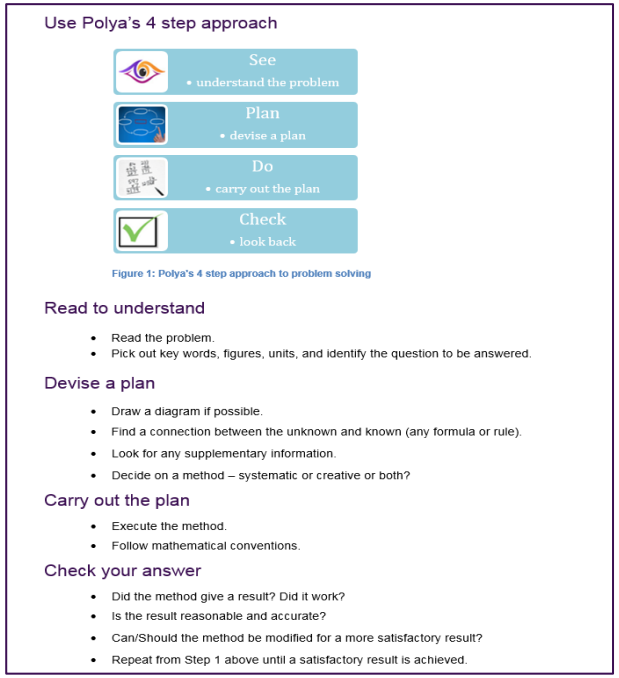
LANTITE preparation workshops – F2F and online

Tip sheets

Adobe Captivate videos of specific skills/techniques

FAQs





Snapshots of the student experience

- Self-assessments
- Online workshops
- Online consultation
- Online drop-ins

Self-assessment

ACU
AUSTRALIAN CATHOLIC UNIVERSITY

General Maths Skills Self-Assessment

Welcome to this general maths skills self-assessment. It comprises 10 questions covering a range of different skills.

After each question you will receive instant confirmation of whether you have answered correctly or not.
At the end, you will be given the result of your efforts and the option to see solutions to questions you answered incorrectly, or to all the questions, or none at all.

There will also be links to websites you can visit to get more examples of each type of question.

You must answer each question before advancing to the next one.

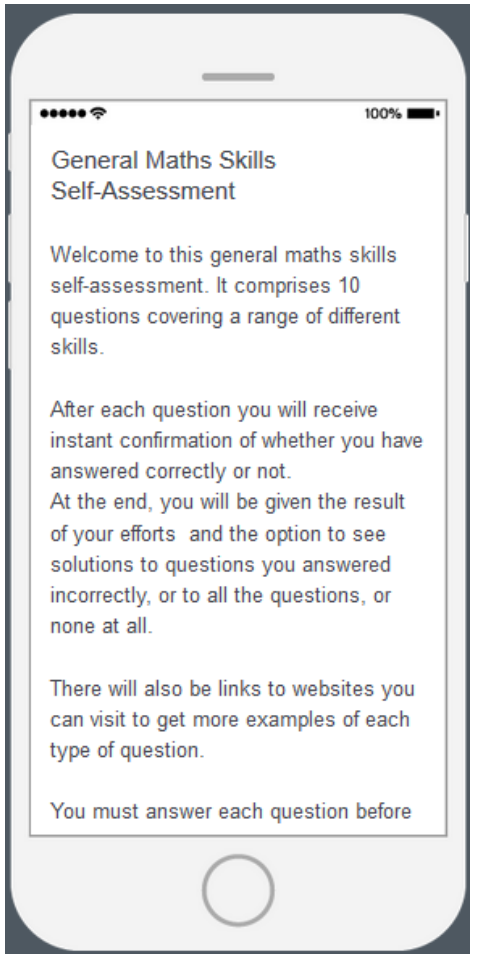
On your computer, click your selection or on your mobile device, tap on your selection. Then click or tap NEXT for the next question.

Click or tap NEXT when you are ready to begin.

https://acu.qualtrics.com/jfe/form/SV_0216dJ2t7MVmVLL

NEXT

[Try a sample self-assessment here.]



Online workshop

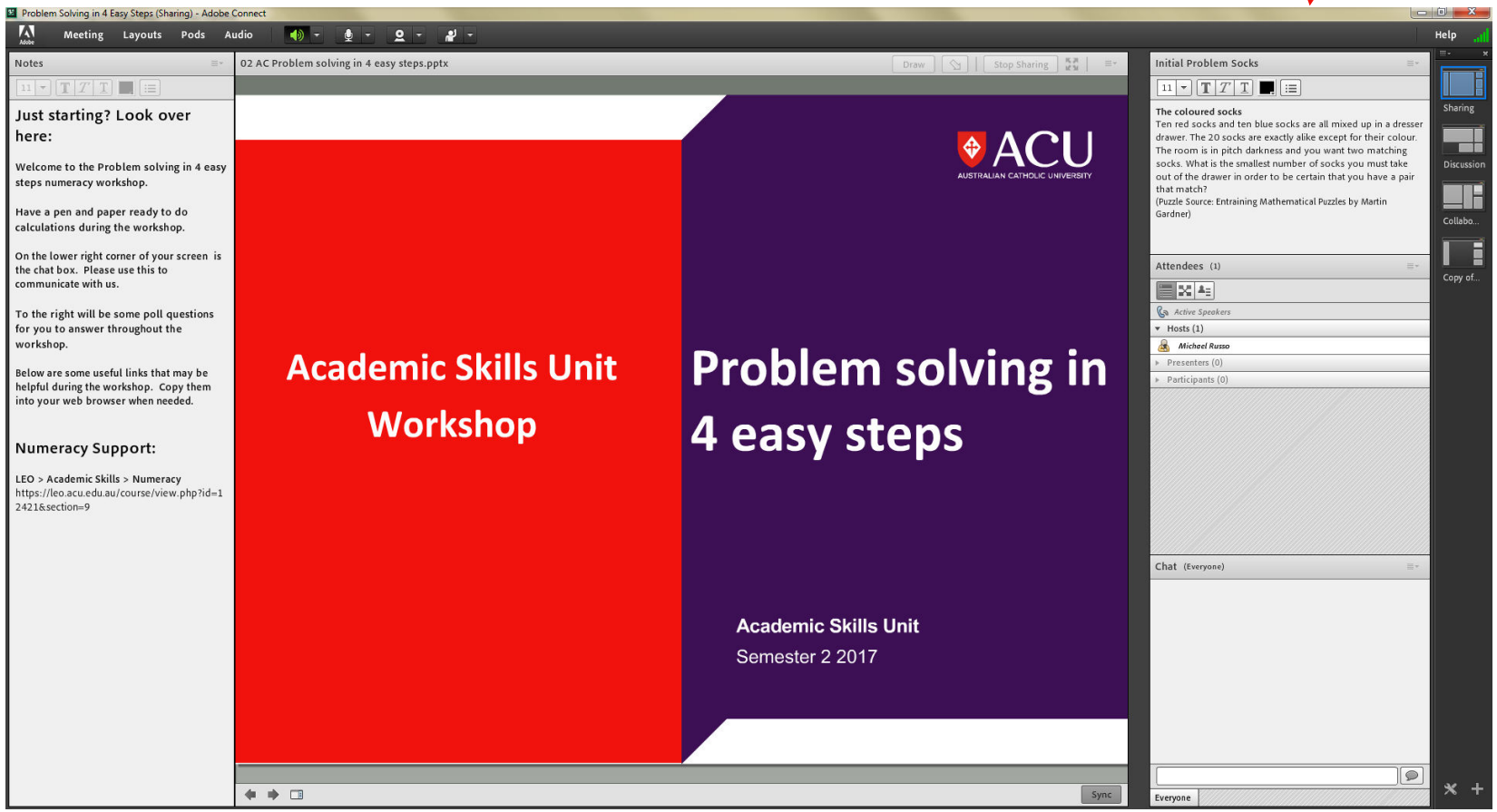
Support notes

Main work screen

Starting puzzle

list of participants

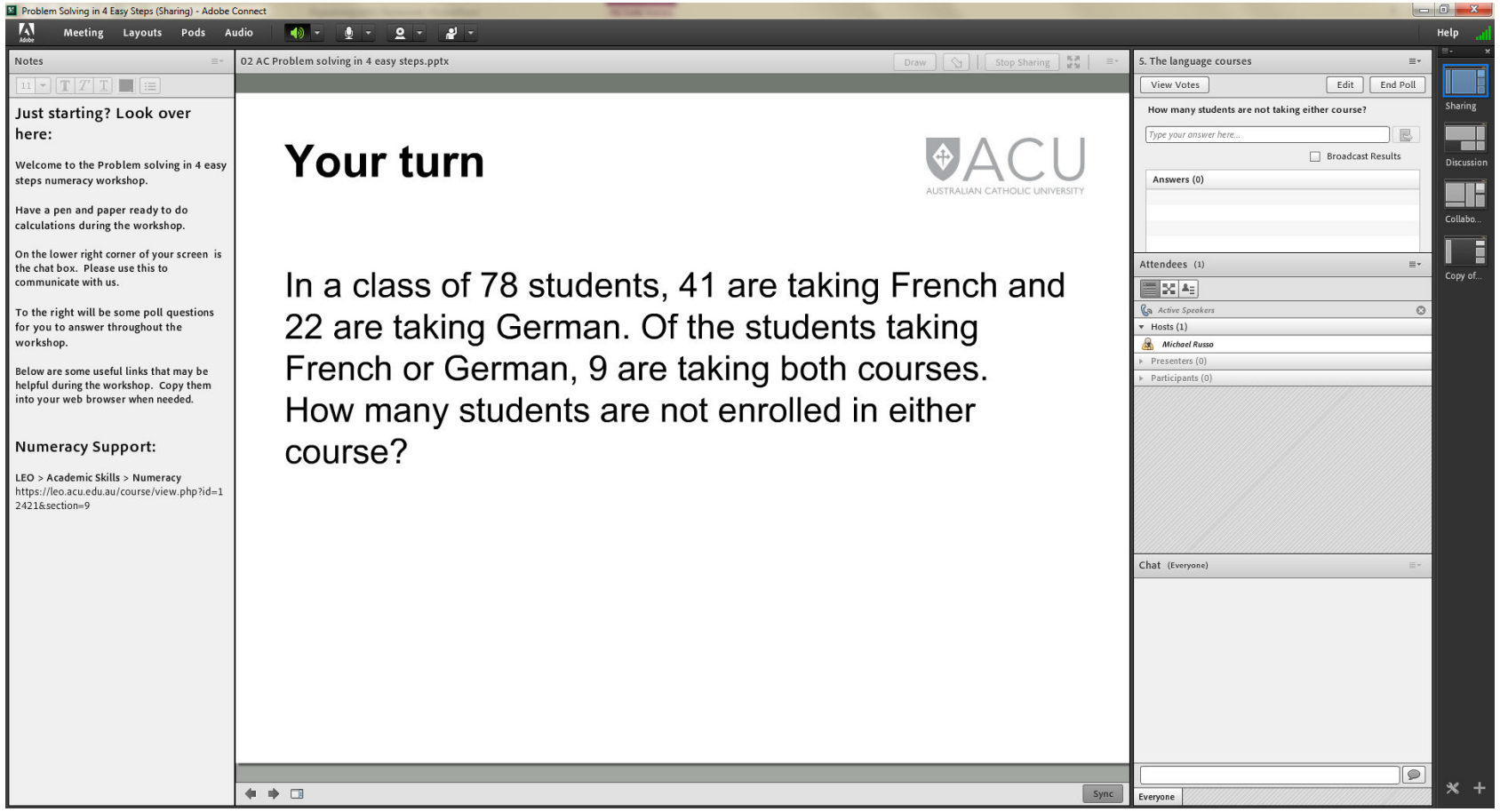
chat box



Online workshop

Workshop question

Students answer in the poll

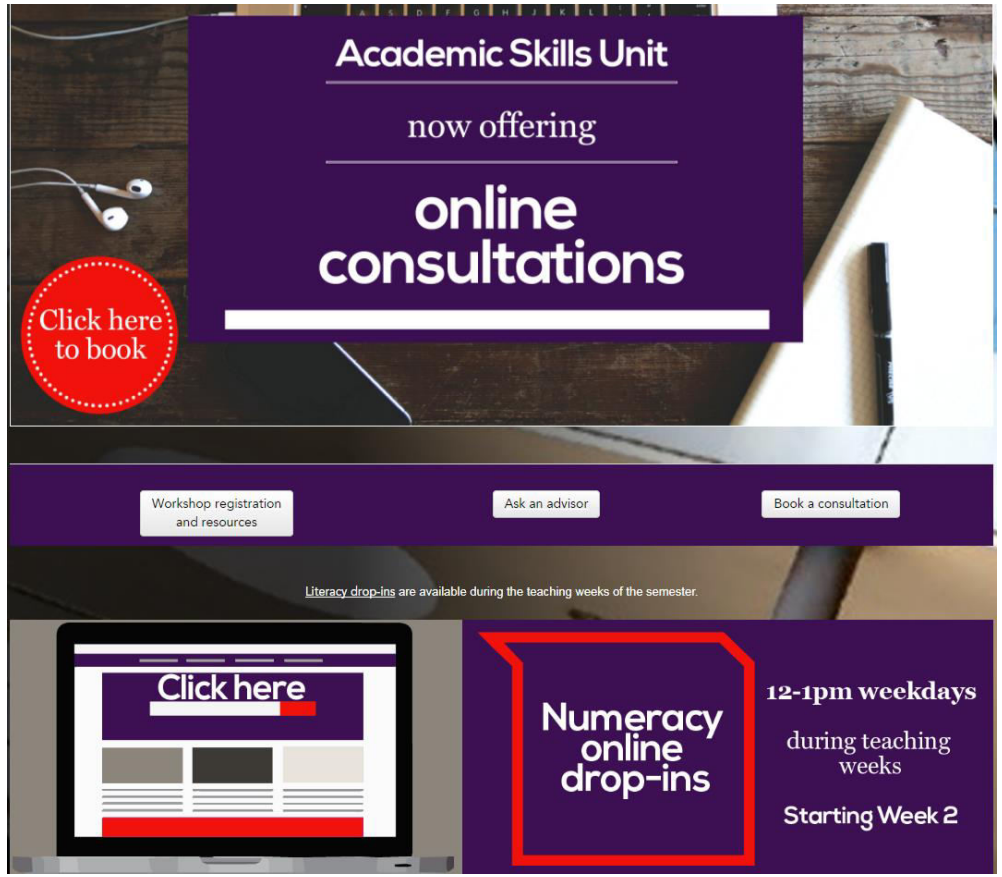


Online workshop supports

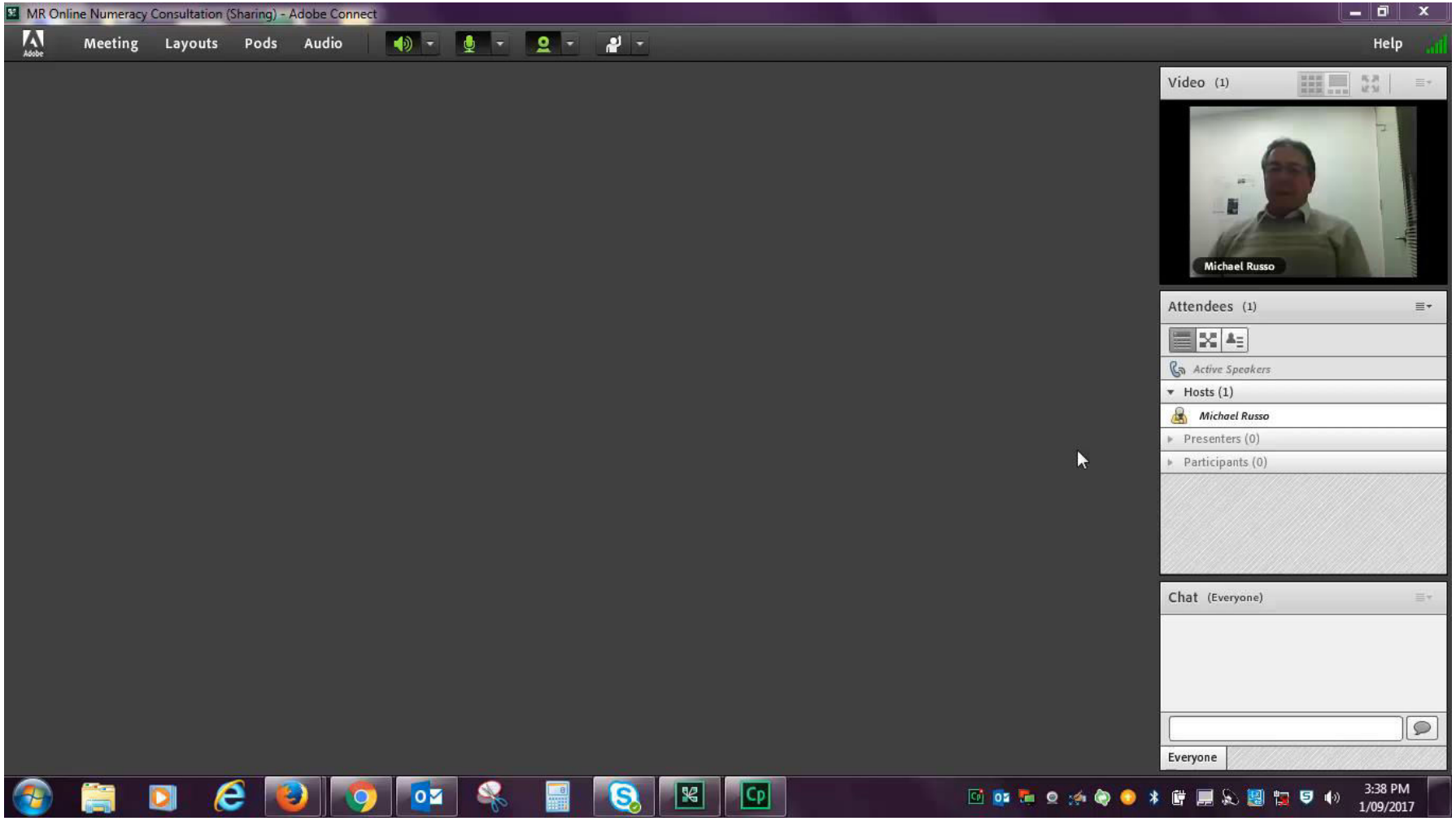
Specific support notes

Technical support notes

LEO- Learning Environment Online



Online consultation



Moodle online drop-ins

12:12 Mark:
I have the answer sheet so I know the working out already, I just don't understand the law of sin part

12:13 Mark:
A/sina = B/sinb

12:14 Trevor:
Yes, the work/energy physics problems are really tricky to understand between concept and example.

12:14 Mark:
45/sinangle = 39.37/sin45

12:15 Mark:
i dont understand how that goes to: sin angle = 45sin45/39.37

12:15 Mark:
Please help

12:16 Trevor:
Yes, the law of sines really simply states that if you divide the length of side a by the sine of angle a, it is the same as taking the length of side b by the sine of angle b etc.

12:16 Trevor:
Drawing it up as a diagram will help immensely to understand it

Have we improved student outcomes in online learning?

- ✓ online learning recognised as ‘core business’
- ? early intervention with realistic expectations
- ✓ ‘teacher-presence’ vital in student retention
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Going forward . . .

- LEO 2.0
- FAQs from transcripts of drop-ins
- Increased number of self-assessments
- Expanded online workshop topics, ensuring each workshop has associated other resources (e.g., tip sheets, work sheets)
- Increased collaboration with academics