

# Going digital: from Face to Face to ALL workshop online versions

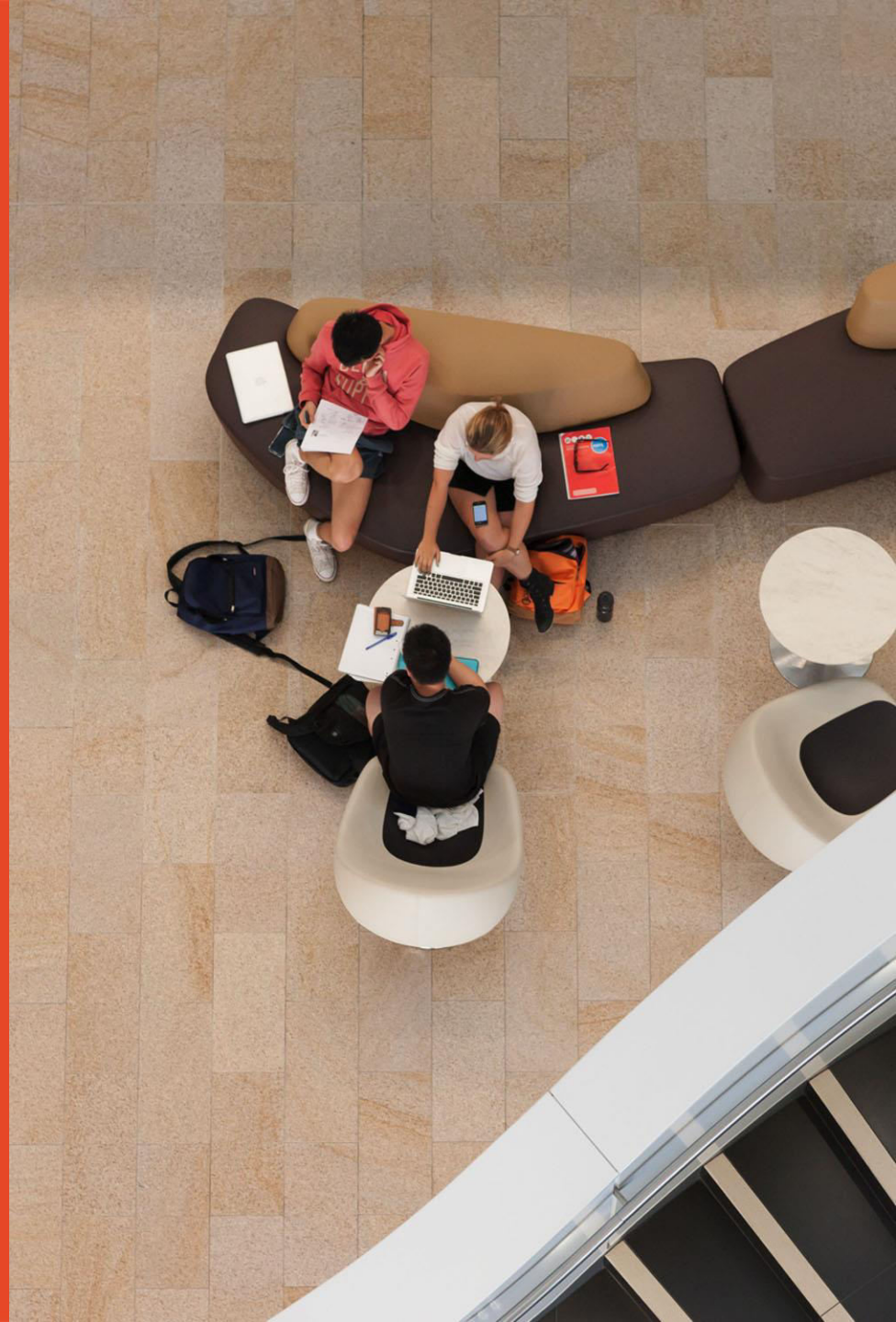
**Presented by**

Dr. Alexandra García

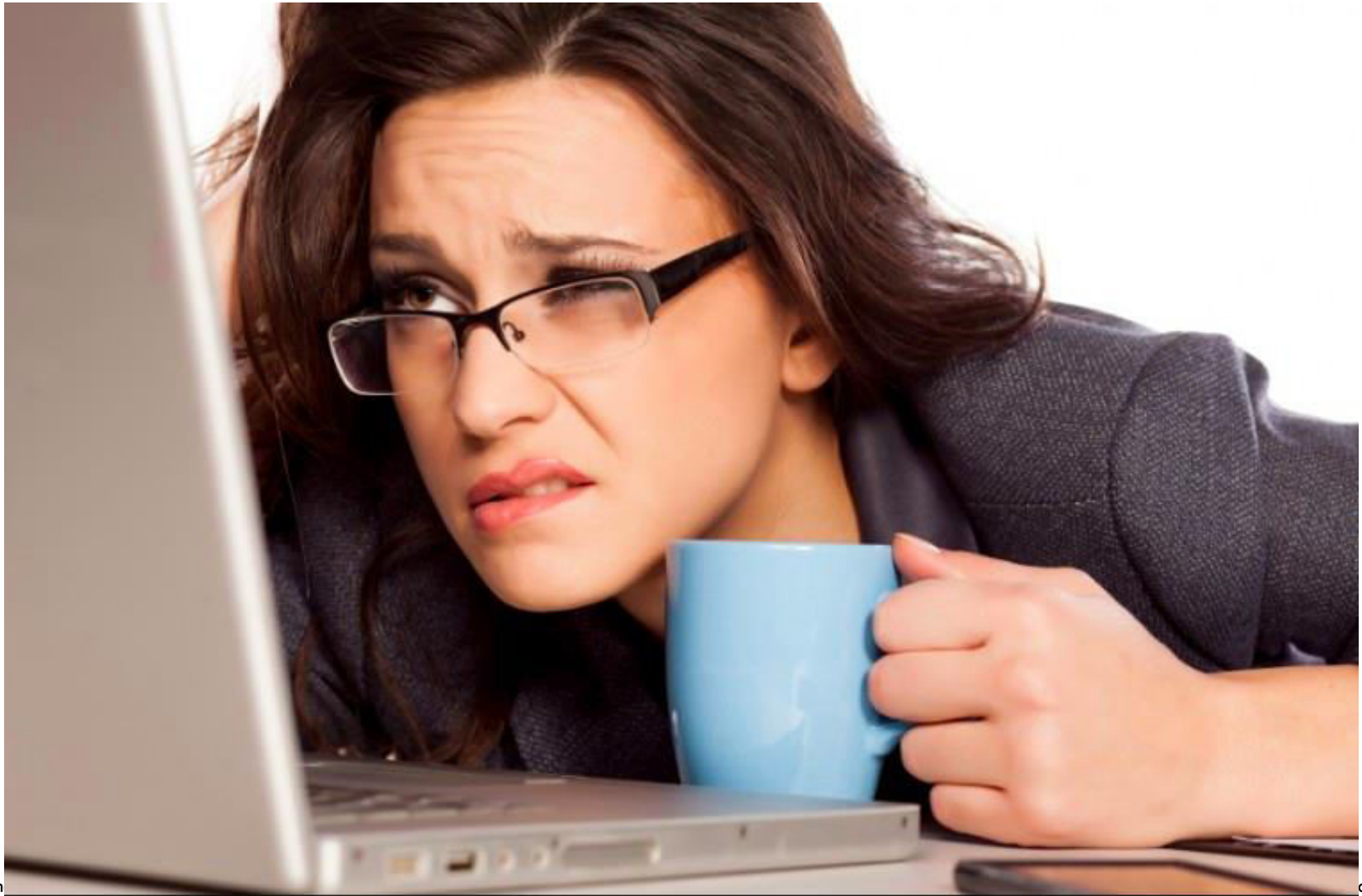
Learning Centre



THE UNIVERSITY OF  
**SYDNEY**



# What I wish I'd known before I started developing online materials



# Outline

- The workshop “Writing a Literature Review” (WLR)
- Pedagogical concerns
- Technological issues
- Evaluation

# The F2F workshop Writing a Literature Review (WLR)

- Aimed at HDR students
- 6 hours in one day
- 12 yearly sessions
- Long waitlists

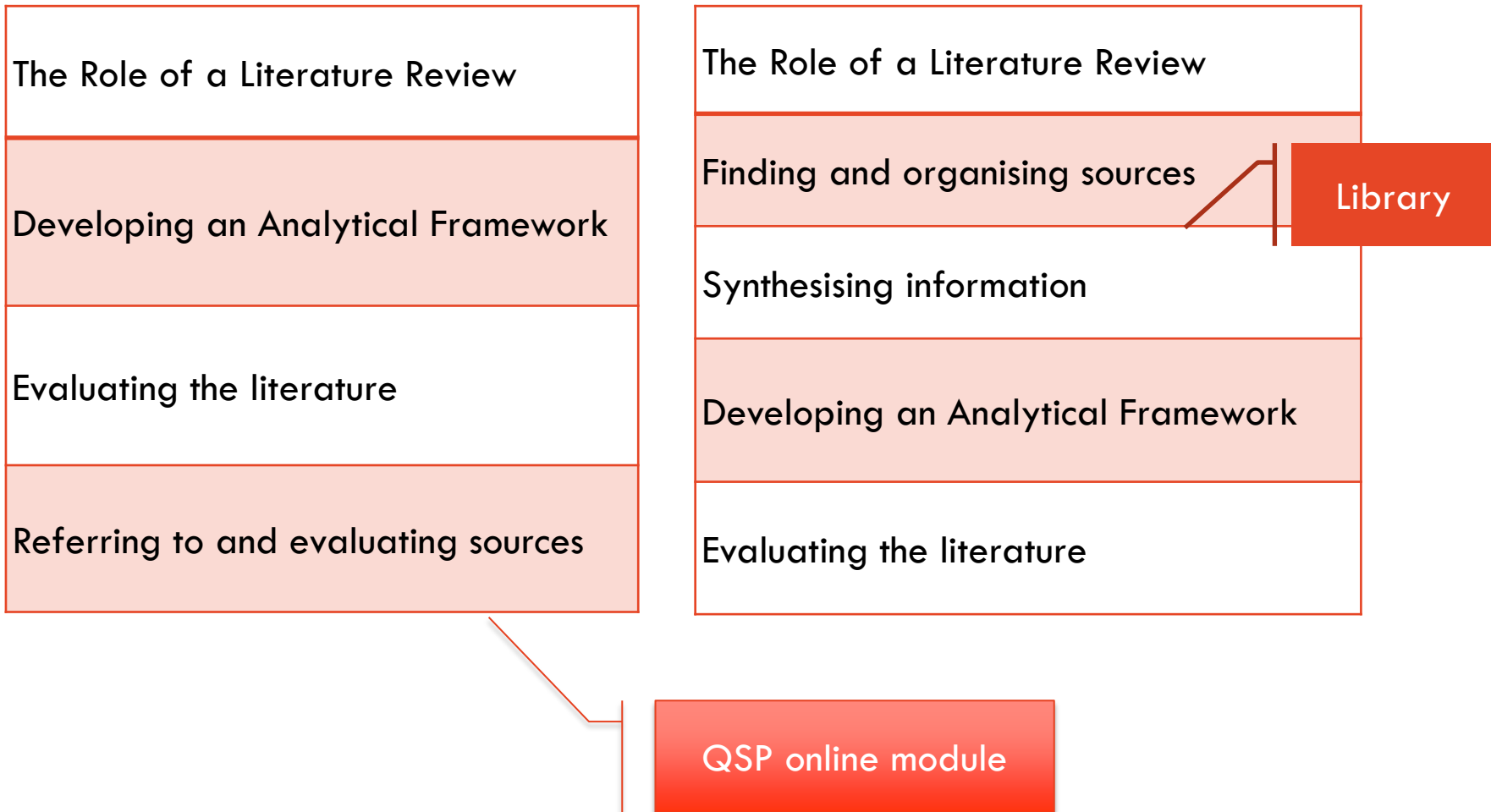


# The online WLR

- Available year round through LMS
- Completely independent
- Examples from a wide range of disciplines
- No instructor
- No peer interaction



# F2F vs. Online





# A paradigm shift



# Software selection

## Screencasts - Camtasia

The screenshot displays the Camtasia software interface, which is used for creating interactive video content. The main workspace shows a video titled "incorporating AF.cmproj". The video content is a literature review titled "Literature review: Spread over several chapters" with an "Introduction" section. The text in the video is highlighted in green and yellow, indicating interactive elements. A "Quiz Placeholder" box is overlaid on the video, stating: "Your quiz will appear at this point in the video. To preview your quiz, click the **Preview** button in the Quizzing tab." The interface includes a left sidebar with various tools like Media, Annotations, Transitions, Behaviors, Animations, Cursor Effects, Voice Narration, Audio Effects, Visual Effects, Interactivity, and Gesture Effects. The right sidebar shows the "Quiz 1 - Questions" tab, where a "Multiple Choice" question is being edited. The bottom of the interface features a timeline with a playhead at 02:19:03:07, and tracks for audio and video. The video track shows a segment labeled "Quiz 1" at 00:22:17:3. The audio track shows a waveform for "danosongs.com-junk-ship-gold". The bottom status bar indicates the recording date and time: "Rec 09-27-17 12".



# – Q2 Traditional account

Continue reading the following section. Highlight the word that indicates that the traditional account of the law is only one perspective.



### 2.1.1.1 The traditional account

Generally speaking, there are two diametrically opposite positions on what the law is, how it works, and as a consequence, the role of the judge and the role of language. The dominant liberal **version ✓** of law is that of law as the expression of abstract, universal rationality, universally applicable. Accordingly, law involves the application of principles and rational argument: "Logic and doctrine rather than power and influence are considered decisive" (Simpson & Charlesworth 1995: 86). In this framework, law is considered a discrete set of principles, separate from other forms of social control and independent of social, political, economic and personal interests, or any other form of context (Frug 1989; Hunt 1986; Goodrich 1986). It is applied in a formalistic way "so that its use can be predicted in advance and its justification challenged later" (Bottomley et al. 1997:12). In a more narrow sense, law is a gapless deductive system of internally consistent rules. ....

# - Q4. How is the law evaluated?

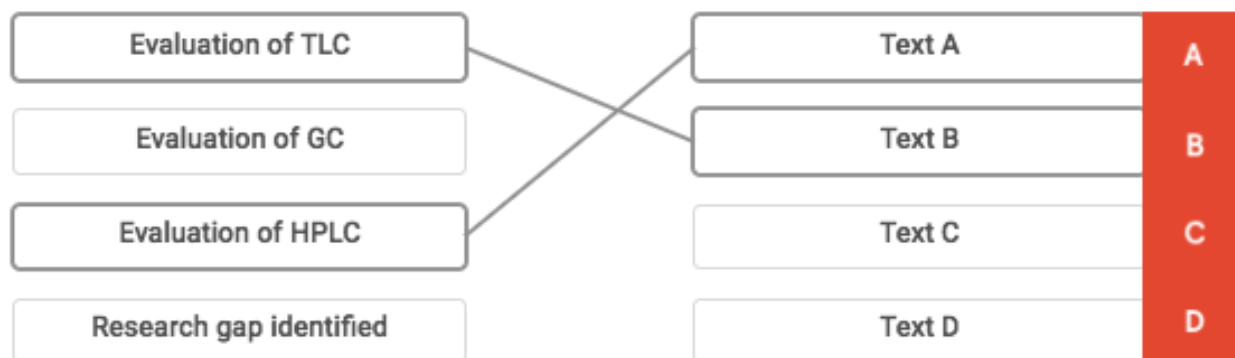
How is the law evaluated in each account?

*Drag the most appropriate word to the correct box. Click the red icons to read each section.*

	2.1.1.1 The Traditional Account 	2.1.1.2 The Critical Account 
<div>predictable</div>	<div>uncontroversial</div>	<div>evolving</div>
<div>context-dependent</div>		
<div>logical</div>		
<div>biased</div>		

# - Question 1

Read each of these paragraphs of the remainder of the thesis by clicking on the tiles to the right. Then, match the titles of the paragraphs on the left to the most relevant paragraph.



# Purpose and Types of Chromatographic Techniques

Now that you have matched the headings correctly, place the paragraphs in the correct order by clicking and dragging the titles up or down. You can read the paragraph again by clicking on the pop ups below.

HPLC

GC

TLC

1

Evaluation of HPLC

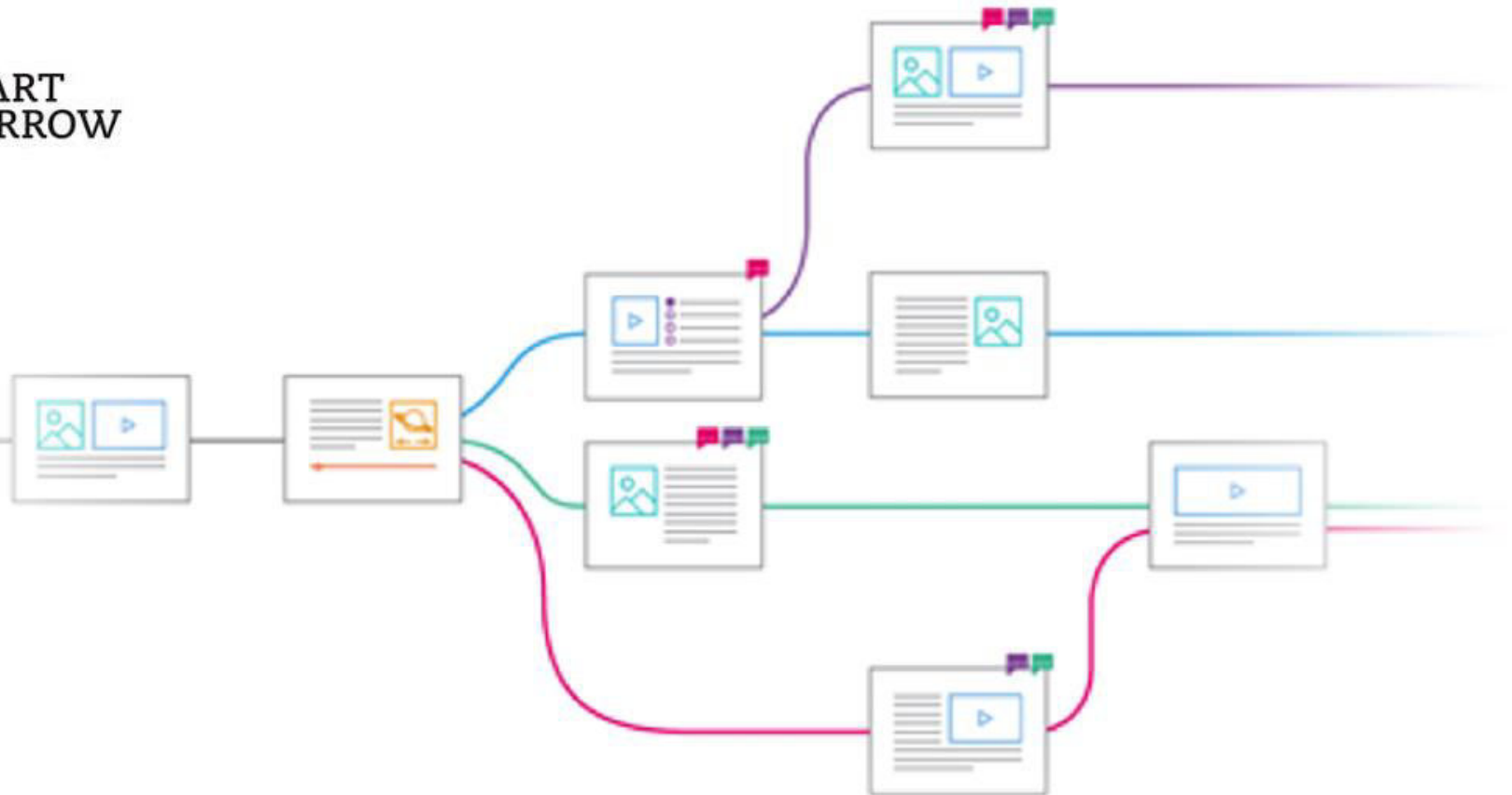
2

Evaluation of TLC

3

Evaluation of GC

# Adaptive learning



# - Q1. Study limitations

According to the writer, what are the limitations of discourse studies on blame and responsibility?

Discourse studies of blame and responsibility have therefore been carried out in different contexts, and with different priorities. However, virtually all of the studies **subsumed responsibility into the concept of blame**, and thus used the concepts **interchangeably**. **[The writer criticizes the use of 'blame' and 'responsibility' as synonyms. This makes option 1 correct.]** Blame avoidance and denial have mainly been examined as discursive strategies, **with no systematic examination of discursive strategies which accept responsibility or acknowledge responsible actions**. **[Here the writer criticises lack of focus on acceptance of responsibility, making option 2 correct.]** Furthermore, most studies have been set in one specific cultural context or environment, except for 't Hart and Tindall's (2009) case studies on how the global economic downturn was framed in public leaders' speeches. In most cases, therefore, other studies **have not examined how differing contextual factors might affect how blame and responsibility are expressed**. **[Not including contextual variables is presented as a limitation, as indicated in option 4.]** (p. 21)

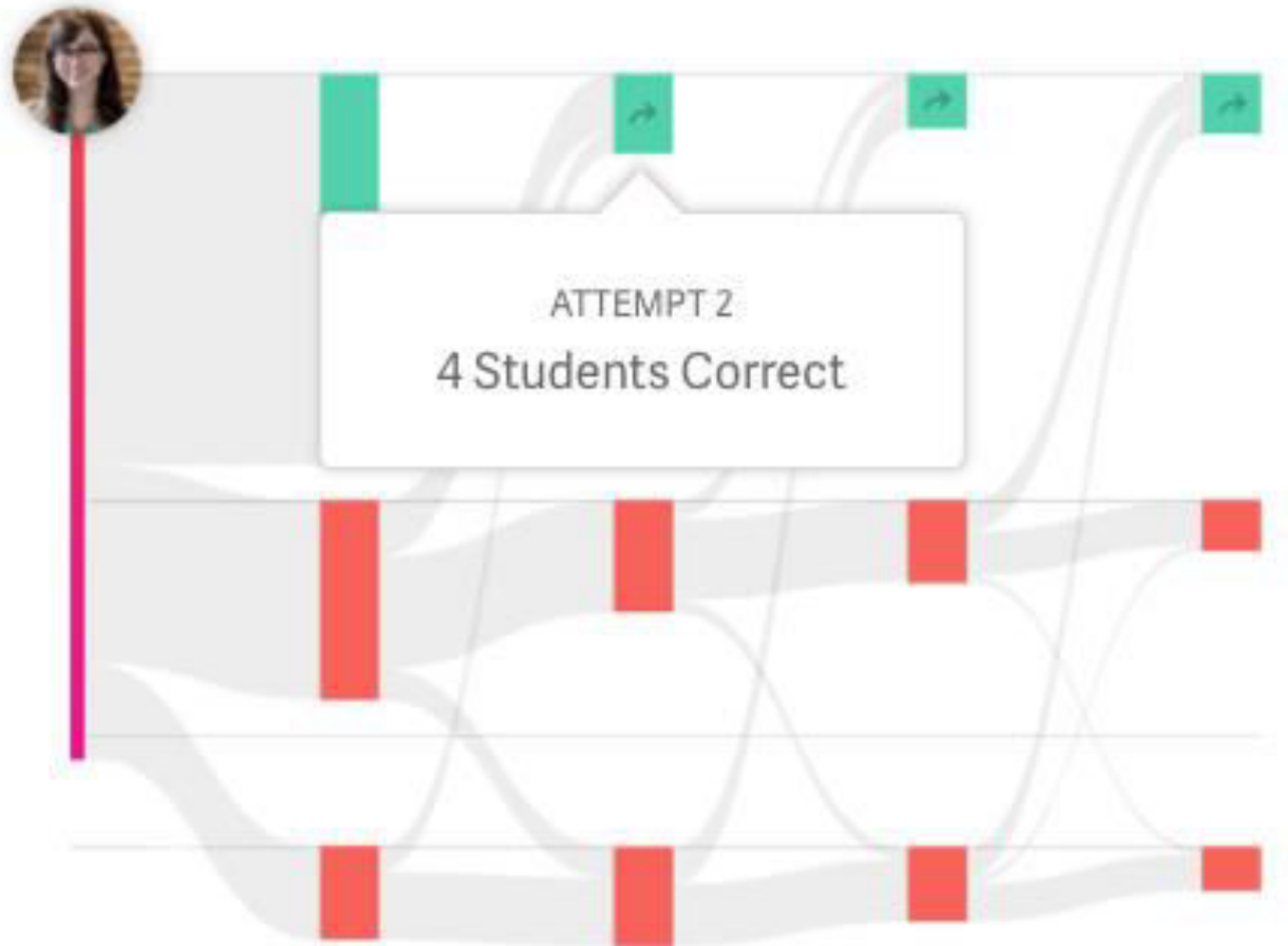
You may select more than one option

- ☒ They don't differentiate between blame and responsibility.
- ☒ They don't examine how responsibility is accepted.
- ☐ They focus on strategies for blame avoidance and denial.
- ☒ They don't take into account the role of context.
- ☐ They limit their analysis to speeches, excluding other text types.

Correct!  
Look at the highlighted text for an explanation on why your choices are correct.



# Learner analytics



# Technological Issues

## Training:

- F2F training sessions
- Independent online learning
- Peer collaboration



# Usability

- Access
- Requirements
- Screencasts (length, pace, design)

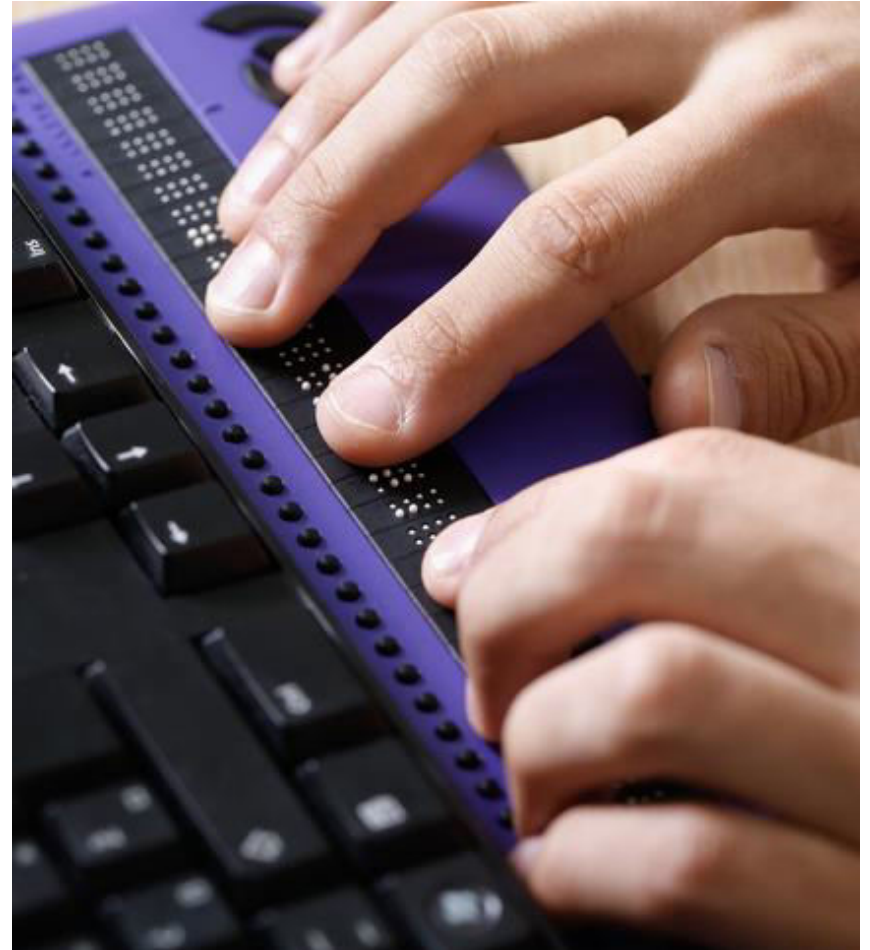


# Accessibility



# Visual disabilities

- Screen reading software
- Alternative activities
- Colour schemes



# Hearing disabilities

- Closed Captions
- High volume when recording





# Physical disabilities

- Keyboard accessible
- Alternative activities (Drag & Drop to Multiple Choice)



# Cognitive disabilities

- Chunking texts & tasks
- Lower order to Higher order Thinking skills
- Visual input



# Evaluation

Feedback from

- Academic Literacy experts
- Educational designers
- Students (surveys, paid user testing)

**“Tell us what  
you think!”**



# Collateral Benefits

- Accessibility of F2F workshops
- Distance workshops
- Turnitin feedback studio
- Polling systems
- Flipped classes
- Document sharing





# Thank you!

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