Case study

Prep for lesson

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- Identify in-class activities to engage students with content and each other
- Devise small post-lecture activity to be completed in next 24 hours

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- Deliver key concepts in short bursts with interjecting activities
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- Point to vetted online or other resources using LMS as the ‘constant’
- Describe post-lecture activity
COAL FACE:
Preparing academics to teach in multi-campus and multi-mode courses to build Communities Of Active Learner who are Flexible Adaptive Connected & Engaged

John Smithson, Dr. Janet Buchan, Prof. Melanie Birks, Dr. Kristin Wicking, A.Prof. Matthew Riddle, Helen McDonald
About Us

- 21000+ students
- 3/4 from region
- 1/4 from R/R
- 60% First in Family
- 4.3% indigenous
- 20.3% from Low SES background

- Implemented project in a large UG B.Nursing course enrollments
Office of Learning & Teaching Extension Grant

Flow
- the state of being felt by the learner when deeply involved in the learning experience

Equity
- consideration of the needs of cultural and physical differences

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Blending
- a mixture of didactic and flow to foster pedagogical resonance

Aesthetics
- pleasure or bliss includes the recognition of symmetry, harmony, simplicity and balance for purpose

Affordances
- the "natural possibilities" the learning environment provides the users, including such things as functionality, aesthetics, setting functions, values, and so on

Comfort
- a space which creates a physical and mental sense of space and well-being

Repurposing
- the potential for multiple usage of a space

Spaces for Knowledge Generation

SKG-7
FG & Survey Students

FG & Survey Staff

Understand consumer experience
Understand consumer experience

Getting Comfortable
The physical spaces
- Comfort
- Aesthetics
- Flow

Getting Connected
Engagement in the physical and electronic space
- Affordances
- Blending

Getting Access
Equity and availability
- Equity
- Blending
- Affordances
Physical - Getting Comfortable
The comfort of the learning space is important to student learning.

- Strongly agree: 61%
- Agree: 26%
- Strongly disagree: 10%
- Disagree: 1%
- Neutral: 2%
The aesthetics of the classroom/lecture room are important to student learning.

- Strongly agree: 46%
- Agree: 46%
- Neutral: 5%
- Disagree: 0%
- Strongly disagree: 3%
The aesthetics of the learning spaces OUTSIDE the classroom/lecture room are important to student learning.
The design and affordances in the learning spaces at my campus are sufficient and appropriate to help students to learn effectively.
Physical - Getting Comfortable
Equity - Getting access
How often do you do the following:

- Attend video-linked lectures
- Download and listen to audio-only recorded lectures on my own
- Download and watch video recorded lectures on my own
- Download and listen to audio-only recorded lectures in a group
- Download and watch video recorded lectures in a group

Legend:
- Never
- Hardly ever
- Sometimes
- Often
- Always
I regularly have access issues/stability issues with the following:

- Videoconferences
- Internet
- LearnJCU

Legend:
- Strongly agree
- Agree
- Neutral/Unsure
- Disagree
- Strongly disagree
I make use of the following virtual or online spaces:

- **LearnCU**: Several times a day (30%), Daily (40%), Weekly (15%), Monthly (5%), Never (10%)
- **Discussion boards**: Several times a day (20%), Daily (35%), Weekly (10%), Monthly (5%), Never (30%)
- **Facebook**: Several times a day (25%), Daily (25%), Weekly (15%), Monthly (10%), Never (35%)
- **Twitter**: Several times a day (5%), Daily (10%), Weekly (20%), Monthly (10%), Never (65%)
- **Blogs**: Several times a day (5%), Daily (5%), Weekly (20%), Monthly (10%), Never (70%)
- **YouTube**: Several times a day (5%), Daily (10%), Weekly (20%), Monthly (10%), Never (70%)
- **News sites**: Several times a day (5%), Daily (10%), Weekly (20%), Monthly (10%), Never (70%)
- **JCU elibrary**: Several times a day (5%), Daily (10%), Weekly (20%), Monthly (10%), Never (70%)
Equity - Getting access
We make assumptions about congruence between face-2-face and online teaching.

Engagement - Getting Connected
LearnJCU is well integrated with the classroom learning

- Strongly agree: 10%
- Agree: 52%
- Neutral: 26%
- Disagree: 10%
- Strongly disagree: 2%
LearnJCU facilitates engagement between students and staff across campuses

- Strongly agree: 10%
- Strongly disagree: 5%
- Disagree: 15%
- Agree: 35%
- Neutral: 35%
The way the videoconference classroom is used facilitates student engagement with the lecturer across campuses during videoconferenced classes.

- Disagree: 35%
- Neutral: 27%
- Agree: 24%
- Strongly agree: 2%
- Strongly disagree: 12%
The way the videoconference classroom is used facilitates student engagement with other students across campuses during videoconferenced classes.

- Strongly agree: 4%
- Agree: 17%
- Neutral: 27%
- Disagree: 37%
- Strongly disagree: 15%
The way the videoconference classroom is used facilitates student learning during videoconferenced classes.
We make assumptions about congruence between face-to-face and online teaching.

Engagement - Getting Connected
Quick Synthesis

- Physical access was OK and improving for students who attended our campus'
- Our teaching strategy no longer suited our dynamic situation or respond to the M-M and M-C environment given increased numbers experienced
- We were not capturing students attention with electronic resources successfully nor capitalizing on their full teaching value
- Engagement with students through the LMS and VC requires attention to facilitate learning and experience
- Competition for finite resources
Deliver flexible and inclusive learning environments that capitalise on both face to face and virtual innovations

A 2 part pilot intervention to prepare our teachers to teach in multi-campus and multi-mode courses that facilitate Active Learners who are Connected & Engaged
**COALFACE**

**Part 1 - resource**
- Provide PD with internal & external expertise focused on presentation, teaching and engagement in the VC medium
- Develop a e-Publication to support sustainable improvements in teaching and learning in blended-type learning strategies

**Part 2 - mentor**
Pair with successful MC-MM teachers and experts to implement teacher-selected strategies

**e-Publication content**
e-Publication content

- Active learning
- Blended Learning
- Suitable pedagogical frameworks
- Creating friendly, productive and constructive online subject spaces
- Polishing your performance when teaching by VC
- Using the LMS effectively
- Portfolio of active learning strategies
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Describe post-lecture activity
Evaluation of student and staff experience and impact of COAL FACE intervention.
• Focus group & survey
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