

Evaluation Report

Learning for Life Enhancing Teaching Practice: Teaching Support Program (Pilot) Faculty of Health Sciences

March 2016

Executive Summary

The Teaching Support Program (TSP) was initiated under the auspices of ACU's Learning for Life (L4L) Project. This FHS pilot version of the TSP was delivered over a 7-week period for the Faculty of Health Sciences, School of Nursing, Midwifery & Paramedicine NSW/ACT between 13 October and 23 November 2015.

Program elements

The FHS TSP pilot comprised three interrelated elements:

1. 4 x 1 hour Live Classroom sessions delivered via Adobe Connect in weeks 1, 2, 4 and 6.
2. An accompanying FHS TSP LEO site tailored to the needs of the School of Nursing, Midwifery & Paramedicine NSW/ACT
3. 3 x coaching/mentoring sessions interspersed between the Live Classroom presentations at weeks 3, 5 and 7.

Program aims

The broad aim of the TSP is to increase the capabilities of academic staff, and the overall capacity of the Faculties, in planning and designing high-quality learning experiences for students across a range of delivery modes, including digital learning environments.

In particular, the organisational drivers behind the development of the TSP are:

- academic staff planning and (re)developing their units
- the adoption and use of technology-enhanced learning
- teaching in ACU's Learning Environment Online (LEO)
- the continuous improvement of units, based on the outcomes of course/unit reviews, peer observation/review or Faculty quality assurance processes
- fostering collaborative unit design approaches.

Program Structure

The program delivery modes, session learning outcomes and key content areas are detailed in APPENDIX 1.

Participants

Fifteen academic staff actively participated in the FHS TSP pilot. Eleven academic staff provided responses to the formal evaluation, a response rate of 73%.

Evaluation method

Data for the evaluation was collected via:

1. continuous feedback throughout the delivery of the TSP, whereby the designers/facilitators sought informal feedback from participants and observers via follow-up phone calls and/or emails to gauge participant satisfaction with the various elements of the TSP
2. post-Live Classroom debriefs by the program designers/facilitators to critically review how the sessions had been received
3. participant completion of a formal post-pilot evaluation using the Qualtrics Survey Platform.

Refer to **APPENDIX 2** for the full results of the formal evaluation.

Evaluation results

The evaluation results for the FHS Teaching Support Program Pilot from participants clearly indicates that the program design, structure and delivery:

1. met the project brief and expectations of the State Head of School of Nursing, Midwifery & Paramedicine NSW/ACT
2. was rated effective by all evaluation respondents in the FHS TSP Pilot
3. scored a rating for achievement of each of the Program Learning Outcomes (PLOs) of:

PLO 1	PLO 2	PLO3	PLO4	PLO5	PLO6
4.00	4.35	4.45	4.10	4.30	4.30

The mean rating for achievement of all Program Learning Outcomes in the FHS Teaching Support Program (Pilot) was **4.25 out of 5**, indicating that the respondents believed the PLOs were achieved to a high degree.

Recommendations

Based on the completion of the Pilot Phases of this project, it is recommended that the Director LTC:

1. approve the development of the proposed TSP designs to achieve the level of scalability required by the Faculties to address staff capability and capacity building to design and build their LEO units in accordance with current good practices in blended learning and online teaching
2. endorse the proposed enhancements identified as a *high* priority for the TSP
3. consider the feasibility of the enhancements identified as a *medium* priority for the TSP, with respect to resourcing of these initiatives.

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Approval for distribution

This evaluation report has been approved for distribution by Professor Kevin Ashford-Rowe,
Director Learning and Teaching Centre.

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Overview and background to the FHS Pilot

The Teaching Support Program (TSP) was initiated under the auspices of ACU's *Learning for Life* (L4L) Project as one of four L4L projects proposed under the *Enhancing Teaching Practice* theme and endorsed by the Associate Deans (Learning and Teaching) in 2015.

The academic lead and project sponsor for the Teaching Support Program throughout 2015 was Associate Professor Robyn Horner, ADLT, Faculty of Theology and Philosophy.

The delivery of this pilot version of the TSP within the Faculty of Health Sciences was Phase 4 of the Pilot Program.

Phase 1 was the design, delivery and evaluation of the TSP for the Faculty of Theology and Philosophy (June 2015). (The full Phase 1 evaluation report is available on request to the Learning for Life Project Officer, Learning and Teaching Centre.)

Phase 2 was the tailoring of the TSP to support the redesign and online delivery of the Graduate Diploma of Education (Secondary)/Master of Teaching (Secondary) for the Faculty of Education and Arts. This project commenced in July 2015 and is ongoing within FEA during 2016.

Phase 3 was the incorporation of selected Teaching Support Program learning resources developed in the second half of 2015 into the Faculty of Business and Law's *Blended and Online Projects LEO* unit. This phase of the Pilot Program aimed to:

- assess the adaptability and usability of the TSP resources in Faculty professional development programs
- provide some general educational design resources related to constructive alignment, active learning, assessment and the use of external technology tools
- gather some informal feedback on the efficacy and usefulness of the TSP resources

This **Phase 4** pilot of the TSP within the Faculty of Health Sciences was approved by Professor Karen Willis, Associate Dean (Learning and Teaching). In August 2015, meetings were initiated with Associate Professor Amanda Johnson, State Head of School of Nursing, Midwifery & Paramedicine NSW/ACT regarding the aims and intended learning outcomes of the TSP and how it could be adapted to meet the needs of her staff in NSW and the ACT.

Associate Professor Johnson was provided with the Phase 1 evaluation report. Based on these meetings and the results of the FTP evaluation, it was agreed that a pilot program, tailored to the needs of the School of Nursing, Midwifery & Paramedicine NSW/ACT, would be implemented within the School in the latter part of Semester 2, 2015.

The structure of the program was similar to that delivered for the Faculty of Theology and Philosophy with the major change being that the coaching/mentoring sessions would be interspersed between the live classroom presentations at weeks 3, 5 and 7 to provide added incentive for participants to complete their pre- and post-session tasks and activities.

The FHS pilot also benefitted from the inclusion of additional resources prepared for the Phase 2 GDED pilot, the TSP presenters' experiences in delivering the Phase 1 and 2 pilots and the evaluation and feedback data provided by TSP participants and our observers.

The program content and structure was approved by Associate Professor Amanda Johnson and the selection of staff to participate in the program was coordinated through the School.

Academic staff volunteered to be participants in the pilot and provided information about why they chose to attend the TSP and their personal expectations of the program by placing information on a 'virtual wall' on the accompanying FHS TSP LEO site. Comments included:

- "Learning more about the teaching support program and how it can assist with improving student learning experiences. Secondly, discovering more about enhancing student learning through the use of technology. Finally hearing about aligning assessment tasks to learning outcomes."
- "Hoping to enhance my knowledge and skills regarding planning and designing [and] delivery of my unit."
- "Hoping to improve unit through more engaging delivery methods, expanded skills in delivery and creative strategies to support learning and engagement."
- "Hoping to learn better alignment of content to the assessments and expand on creative delivery methods."
- "To improve maintaining an engaging and diverse learning process whilst ensuring a standardised/consistent national curriculum."
- "Wanting to consolidate my knowledge on the constructive alignment process. Am also hoping to get some ideas about some creating teaching strategies that will promote student engagement."
- "Assistance with constructive alignment for the NTL role ...Lots of information about the TSP and the link with student learning."

Due to time constraints, information about the participants' level of confidence and competence before commencing the program could not be obtained. (Refer to the *Quality indicators* section on p.8 for additional information on this matter).

The FHS pilot version of the TSP was delivered over a 7- week period between 13 October and 23 November 2015.

Program outcomes, structure and delivery modes

The Program Learning Outcomes for the FHS TSP pilot were:

- use the language of learning and teaching to aid communication with Faculty and LTC colleagues in planning and developing your units (PLO1)
- explain the process of curriculum mapping used at ACU to align units with course, academic program and institutional outcomes (PLO2)
- apply the principles of 'constructive alignment' in order to link unit learning outcomes, assessment tasks, learning activities and content (PLO3)
- construct learning outcomes at module/lesson/session level (PLO4)
- develop units based on good practice learning design principles, with an emphasis on selecting and using technologies for activity-based learning design (PLO5)
- develop assessment tasks that:
 - comply with the principles of assessment
 - align with the unit learning outcomes and Graduate Attributes (PLO6)

These Program Learning Outcomes were slightly modified for FHS based on the results of the Phase 1 FTP Pilot. **APPENDIX 1** provides a detailed overview of the FHS pilot program structure, session learning outcomes and content.

The FHS TSP pilot comprised three interrelated elements:

1. 4 x 1 hour Live Classroom sessions delivered via Adobe Connect in weeks 1, 2, 4 and 6. Note: The Live Classroom in week 4 was allocated 1½ hours.
2. An accompanying FHS TSP LEO site tailored to the needs of the School of Nursing, Midwifery & Paramedicine
3. 3 coaching/mentoring sessions interspersed between the Live Classroom presentations at weeks 3, 5 and 7.

1. Live Classrooms

The live classrooms provided the participants with:

- activities to undertake as preparation for participating in the live classroom sessions
- information, principles and concepts to address the program and session-specific learning outcomes
- opportunities:
 - for interaction with structured learning activities in a group learning environment to explore various aspects of learning design
 - for dialogue with presenters and fellow participants to discuss issues related to the content covered in each session
 - to be exposed to features of Adobe Connect and additional apps and web-based tools the participants can use in the teaching of their units
 - for the presenters to model good teaching practice and e-facilitation and e-moderation skills during the live classrooms sessions
- post-session learning activities to consolidate learning and as preparation for the subsequent live classroom session.

2. TSP LEO site

The accompanying FHS *Teaching Support Program* LEO site aimed to model good practice when designing and developing programs using a blended learning delivery approach and contained:

- rationale/purpose by way of a video introduction to the program presented by Associate Professor Amanda Johnson, Head of School of Nursing, Midwifery & Paramedicine
- the program and session learning outcomes
- a full recording of each live classroom session
- a copy of the live classroom presentation in PDF format
- activities that were completed during the live classroom
- resources for each session, including videos, sites, books & articles, tools, aids & checklists
- post-session tasks to be completed as preparation for the next live classroom session.

3. Coaching/Mentoring sessions

The major change to the Phase 4 pilot, based on our observations and recommendations of the Phase 1 FTP Pilot, was that the coaching/mentoring sessions, rather than being clustered after the delivery of all the Live Classroom sessions, were interspersed between the between the Live Classroom presentations at weeks 3, 5 and 7.

The aim of this revised approach was to provide added incentive for participants to complete their pre- and post-session tasks and activities that were directly related to the design/redesign of their LEO unit(s), as preparation for Live Classroom presentations & discussions and to prepare constructive alignment and other unit planning documents for group discussion during the coaching/mentoring sessions.

For the coaching/mentoring sessions, outcomes were negotiated with the participants, either as a small group, in pairs or individually. Knowledge and skill acquisition was dependent on the participant's own specific needs with respect to where they were with the design stage of their unit(s). The coaching/mentoring sessions were facilitated by the TSP presenters.

In the FHS pilot, three alternative approaches were used to explore the advantages and limitations of how the coaching/mentoring could be delivered.

- Coaching/Mentoring Session 1 was held via video conference.
- Coaching/Mentoring Session 2 was held face-to-face for Sydney participants and via Adobe Connect for Canberra participants.
- Coaching/Mentoring Session 3 was held in the TSP Adobe Connect room.

Coaching/mentoring sessions 1 and 2 were not recorded, but a summary of the discussions plus links to resources was prepared and made available using the LEO Announcements tool. Session 3 was recorded and the recording made available on the LEO site with a summary of the session in *Announcements*.

Program Designer/Facilitator comments

Initial Design Meetings

In devising the program for FHS, meetings were conducted with Associate Professor Amanda Johnson that resulted in:

1. Associate Professor Amanda Johnson shooting of a video to be forwarded to her staff to introduce the purpose of the TSP and encourage participation.
2. Emails to staff inviting staff to participate and additional emails containing details of the Adobe Connect room, setup instructions, pre-session task etc.
3. Discussions about Quality Indicators and the possibility of developing a pre- and post-questionnaire around staff perceptions of their own competence and confidence before and after participation in the TSP. These discussions included the Program Designers, Associate Professor Amanda Johnson, Rose McMaster, Deputy Head of School of Nursing, Midwifery & Paramedicine NSW and Connie Ryan, Deputy Head of School of Nursing, Midwifery & Paramedicine ACT.
4. Discussions about the key needs of the School and how the TSP can support this and the areas in which staff need professional development.
5. Proposed program and schedule of dates & times to deliver the TSP.

Continuous Feedback

Based on our experiences with the Phase 1 and Phase 2 TSP Pilots, throughout the delivery of the FHS version of the TSP, the program designers/facilitators sought informal feedback from participants and observers.

This follow-up via phone calls and/or emails was useful in gauging participant satisfaction with the content & learning activities of each Live Classroom session, the presentation styles of the facilitators, the pre & post session activities, the coaching/ mentoring sessions and their access to, and use of, the tailored FHS TSP LEO site.

Post-Live Classroom Debriefs and Feedback

After each session the program designers/facilitators debriefed and critically reviewed how the session had been received, in particular those modifications to the Live Classrooms included in the program as the result of work undertaken in Phases 1-3.

Consistent with the results of the FTP TSP formal evaluation and the informal evaluations undertaken during the Phase 2 FEA Pilot, the feedback showed that the sessions had achieved the following aims, which were to:

1. model good teaching practice, especially team teaching and e-facilitation and e-moderation
2. demonstrate good practice in design and delivery of live classroom environments and for participants to be exposed to the various features of Abobe Connect such as presentations, chat, whiteboard, linkages to sites and how these can be integrated into a seamless, interactive, and engaging learning experience.

While Live Classrooms 1, 2 & 4 were delivered in the scheduled 1 hour time allocation, Live Classroom 3, with its focus on designing for active learning, had an additional 30 mins allocated due to the amount of information to be presented and learning activities to be completed. The need for additional time for this Live Classroom was based on the Phase 1 and Phase 2 Pilots.

Confirmation of FHS TSP Program Content

Based on the design meetings with Associate Professor Amanda Johnson State Head of School of Nursing, Midwifery & Paramedicine, it is the opinion of the program designers/facilitators that the key messages about constructive alignment, learning design (including writing good module/session learning outcomes), planning and designing learning activities and assessment processes that support active learning were achieved.

This is attested to by the participant comments detailed in the formal evaluation results provided in **Appendix 2**.

TSP LEO site

For the FHS TSP LEO site, the Program Designers/Facilitators:

1. added more resources to the site based on the initial design meetings and the delivery of Phases 1-3 of the TSP Pilot, especially:
 - the greater use of Moodle Book for the collation and curation of content
 - the addition of an FAQ page
 - summaries and/or recordings of the coaching/ mentoring sessions
 - information about the FHS instructional design template using the RASE Model,
 - inclusion of an example of a formative quiz with integrated feedback to support the assessment topic of the TSP
 - inclusion of information about viewing, recording, uploading, publishing, searching, and sharing videos directly from a LEO unit.

2. incorporated additional Moodle features such as adapting the Moodle feedback activity module for participants to their preferred day/time for the coaching sessions based on Faculty work commitments
3. modified the layout and 'look and feel' of the FHS TSP Leo site to better reflect the style and format used by the Faculty.

The FHS TSP LEO site was actively used by the majority of the participants (87%) to access resources and tools, review the recordings and presentations of the Live Classrooms, etc.

Coaching/mentoring sessions

While the incorporation of the coaching/mentoring component was viewed by the program designers/facilitators as a crucial element in the whole program, we again encountered difficulties with its implementation as we had for the Phase 1 Pilot with FTP mainly due to:

1. the coaching/mentoring sessions clashing with the work intensive Semester 2 assessment period and the marking and grading of assignments and examinations
2. staff needing to be involved in field and practical placement assessment and supervision tasks
3. program participants being busy with administrative tasks associated with reporting Semester 2 results or preparation for 2016.

While attendance at the coaching/mentoring sessions was highly variable it did provide the opportunity to trial three alternative coaching/mentoring approaches – videoconference, F2F and Adobe Connect.

These sessions were scheduled for the participants to share their experiences in designing their LEO units, to help with planning learning activities or use the time to discuss the application of learning design principles presented in the Live Classrooms or just to review work or provide guidance on the use of LEO tools or third party online tools.

As expected F2F coaching/mentoring was the most preferred mode for the participants, followed by Adobe Connect and then videoconferencing.

As two participants responded in the evaluation:

"I thought the mentoring sessions complimented the webinars well. Perhaps not having the mentoring sessions videoconferenced, i.e. purely face-to-face, and consistent weekly schedules would be beneficial."

"Given the logistics of working across campuses and budgetary constraints, I guess this is probably an efficient and effective way to deliver the TSP. Perhaps one (or all) of the mentoring sessions could be provided as face to face mode on the Canberra Campus - video conferencing just isn't the same - on the other end of a video screen you still feel remote and in some ways it feels like the person running the session is trying to manage 2 groups. I don't think running a group at the same time as a remote group is that effective or inclusive."

While the mode of delivery of the coaching/mentoring sessions in the TSP still needs refinement, interspersing the coaching/mentoring sessions between the Live Classroom sessions provides a better mechanism for participants to share ideas and review documents and tools as these were directly related to the content covered in the preceding Live Classroom. Participants did not have to wait four weeks to meet as a group to discuss learning design issues or ask questions or receive feedback on their planning documents as occurred in the Phase 1 pilot with FTP.

In addition to the formal coaching/mentoring sessions, participants phoned the facilitators to discuss learning design issues or emailed questions or sought additional information about resources they could use in their Leo units.

Recommendations about how the coaching/mentoring sessions can be implemented to address scalability of the TSP will be discussed later in this report.

Quality indicators

During this pilot it was the intention to introduce a before and after questionnaire around staff perceptions of their own competence and confidence aligned to the knowledge and skills being developed in the TSP. Unfortunately due to time restrictions, this was not able to be implemented, however, Question 9 of the evaluation did ask participants how they would now rate their confidence level with:

- using various tools to apply constructive alignment principles to unit design/redesign
- designing effective learning activities
- selecting the right digital tool for teaching and learning activities.

The majority of the respondents indicated that as a result of participating in the TSP they were confident or very confident in performing the above constructive alignment/learning design tasks.

Further iterations of the TSP should include an expanded pre- and post TSP evaluation questionnaire to gauge more accurately the confidence and competence levels of staff across a range of constructive alignment/learning design tasks prior to commencing, and at the completion of, the TSP.

Participant evaluation

1. Formal evaluation

Participants were invited to complete a post-pilot evaluation tool utilising the Qualtrics Survey Platform that aimed to collect information about:

- the participant's overall satisfaction with the program
- achievement of the stated Program Learning Outcomes.
- key learnings each participant obtained from the program to help them design their LEO units
- provide an opportunity to offer suggestions for improvement to the TSP.

Of the 15 actively involved staff in the FHS TSP pilot, 11 staff provided responses to the formal evaluation, a response rate of 73%.

2. Formal Evaluation - Results

Please refer to the [Appendices](#) on page 21 for the full results of the evaluation, including participant comments and suggestions.

Formal Evaluation - Summary

The evaluation results for the Teaching Support Program (Pilot) from the participants validates the Phase 1 evaluation results obtained from the FTP Pilot in that the FHS TSP Pilot was clearly a success and that the program:

1. met the program requirements negotiated with the State Head of School of Nursing, Midwifery & Paramedicine NSW/ACT for a structured program that provided academic staff with key principles, information and resources about:
 - a. curriculum mapping & constructive alignment
 - b. planning and designing for active learning that was research/evidence-based and practical
 - c. taxonomies and other aids to help write good module/session learning outcomes
 - d. use learning design templates and tools to guide the development of unit learning activities
2. scored a mean rating for achievement of each of the Program Learning Outcomes of:
 - a. PLO 1 4.00
 - b. PLO 2 4.35
 - c. PLO3 4.45
 - d. PLO4 4.10
 - e. PLO5 4.30
 - f. PLO6 4.30

100% of the respondents rated the FHS TSP Pilot structure as effective on a scale of ineffective to very effective.

The respondents made the following comments about the learning event structure of the FHS TSP Pilot:

- "I felt supported by having the webinars available to me."
- "The webinars are most effective. I would offer coaching or mentoring only as an option if someone needs it."
- "the structure worked very well especially as i (sic) was unable to participate in person."
- "i (sic) was impressed with the quality of the conversations and degree of support."
- "The course content was great but by the end of all the sessions, I was saturated with content. In future I would suggest 1 less of each session."
- "I enjoyed the blended learning approach. For me, I would prefer teleconference format, where I was in a room with colleagues from the same campus."

While some personal preferences are noted in the comments, overall the participants were very positive about the structure of the Live Classroom sessions (webinars), the content and the blended learning approach adopted for the delivery of the TSP.

Overall Rating

The mean rating for achievement of all Program Learning Outcomes in the Teaching Support Program (Pilot) for FHS was **4.25 out of 5**, indicating that the respondents believed the PLOs were achieved to a high degree.

While the evaluation indicated that some of the information was not new to a number of the participants, it validated for them that what they were doing with the development of their LEO units was 'heading in the right direction' with regards to constructive alignment and their unit design.

There were very positive comments about the way the program designers had facilitated and moderated the Live Classroom sessions in terms of organisation, presentation/teaching styles, communication & interaction with participants and the transition between presenters to deliver content and engage participants in learning activities. This exposure to the use of a team teaching approach within virtual learning environments has provided participants with the opportunity to review their current use of features in Adobe Connect and to modify their VLE delivery approach. These comments support the sentiments expressed by participants in the Phase 1 and Phase 2 Pilots with FTP and FEA.

"What did you learn?" – Respondents comments

To the question, "*What did you learn from your participation in the TSP...?*", respondents commented about:

- applying tools to help design learning activities and ways to use technology to deliver content and engage students
- how to do a blended or flipped classroom approach
- developing assessment items to be used online
- using mapping tools to align learning activities with unit learning outcomes
- interpreting/translating the current Unit Outlines, developing module learning outcomes and how the learning activities link to the unit learning outcomes and the graduate attributes
- the practical application of the principles of constructive alignment and aligning Unit Outline and learning outcomes to content and assessment
- a greater understanding of LEO tools and what LEO has to offer in terms of "digital tools" and how these might be used to enhance online teaching and learning
- thinking about creativity in assessment tasks.

Respondents' suggestions for improvement of the TSP

Given the high satisfaction ratings with the program, the respondents offered no suggestions or only relatively minor suggestions for improvement.

"The TSP was very good, however, I think it should run twice a year."

"I really liked this course. Meg and Peter are great at providing support, brain storming for innovative approaches, responsive, and knowledgeable. I learned allot (sic) and would recommend this course to all academic staff."

"I think it's excellent as it is. Thank you very much Meg and Peter! Great program!"

"I was very happy with it as it was."

"I don't think that improvement is necessary yet."

"I was happy with the structure and content of the program."

"I enjoyed the seeions (sic) that I was able to attend, they were well paced and engaging. No suggestions for improvements."

Suggested improvements

"Particularly with foundation concepts such as constructive alignment, either a pre-test to assess existing knowledge or a pre-learning activity to bring everyone to the same page so that less time was required to cover foundation concepts and more time available to cover practical application of concepts."

"I would like more peer contact during discussions."

Scalability and sustainability of the TSP

As an outcome of the TSP Pilots, the Program Designers/Facilitators were asked by the Associate Deans (Learning and Teaching), Faculty of Theology and Philosophy, Faculty of Health Sciences and Director, Learning and Teaching Centre to consider the issues of *sustainability* and *scalability*.

The Associate Dean (Learning and Teaching) Faculty of Theology and Philosophy, who was also the Project Sponsor and Academic Lead for 2015, requested the Program Designers/Facilitators provide details about how the individual components for the TSP could be delivered to address the issue of scalability.

In response, the Program Designers/Facilitators developed the table on the following page, which provides a polysynchronous view of the structure of the TSP.

Note: The authors have adopted Dalgarno's definition of polysynchronous learning:

"I define polysynchronous learning as the integration of learner-learner, learner-content and learner-teacher interaction through a blending of multiple channels of face to face, asynchronous online and synchronous online communication."

(Dalgarno, 2014).

A Polysynchronous View of the Structure of the TSP

	Element Details	Possible Delivery Modes			
		Synchronous, live classroom	Asynchronous	Face-to-Face in groups	Synchronous, via video conference
1	<p><u>TSP introduction and presentation of key program concepts</u></p> <p>Welcome to the program (Faculty ADLT)</p> <p>Introduction of program presenters</p> <p>Overview of program and its components, including WIFM, learning road map, 'virtual wall' for participant's expectations, program glossary, review of session preparation tasks</p> <p>Overview of Program Learning Outcomes</p> <p>Curriculum design - units in context horizontal & vertical integration; collaboration & sharing</p> <p>Curriculum mapping – design backward, deliver forward approach</p> <p>The why and what of constructive alignment - The three elements of CA</p> <p>Aims, objectives and learning outcomes</p> <p>Learning outcomes definition; perspectives from teacher and student</p> <p>Taxonomies of learning</p>	<p>Yes, via Adobe Connect.</p> <p>Hrastinski (2008) states that this delivery mode supports tasks relating to:</p> <ul style="list-style-type: none"> • planning • 'getting acquainted' • motivation & engagement • exchanging ideas. <p>This delivery mode also affords the modelling of good practice in live classroom environments and team teaching approaches. However, this mode requires experienced and skilled online delivery practitioners.</p>	<p>Yes, recorded via Adobe Connect, with associated LEO activities e.g. forum or other activity.</p> <p>While this delivery mode is possible, this mode does not allow immediate response to questions or issues raised by the participants. While participant questions can be addressed via an asynchronous activity in LEO, a time lag in responding can impact motivation and engagement.</p> <p>Recorded without participants present, this delivery mode also narrows the opportunities to model good practice in live classroom activity design and delivery.</p> <p>Hrastinski (2008) suggests that asynchronous delivery aligns with activities that require reflection and critical assessment.</p>	<p>No, not scalable or sustainable, unless a one-off occurrence for a unique or specific purpose.</p>	<p>Yes.</p> <p>However, there are technical and logistical issues with using this delivery mode.</p> <p>Additionally, some people are of the view that this delivery mode creates a more formal atmosphere, and therefore promotes less engagement and spontaneous information exchange than is afforded by a live classroom environment. Live classroom environments also typically have other communication tools such as chat pods, and non-verbal tools which enhance communication and engagement.</p>

	Element Details	Possible Delivery Modes			
		Synchronous, live classroom	Asynchronous	Face-to-Face in groups	Synchronous, via video conference
2	<p><u>Presentation of key program concepts & associated activities</u></p> <p>Key points to consider when designing your unit – module structure, sequencing MLOs and packaging content</p> <p>A conceptual view of constructive alignment</p> <p>Constructive alignment mapping tools</p> <p>What LOs mean to students</p> <p>Characteristics of good learning outcomes</p> <p>Criteria and tools for assessing quality of Los</p> <p>Tools and aids to help write learning outcomes</p>	<p>Yes, via Adobe Connect.</p> <p>Please also refer to the note above for Element 1.</p>	<p>Yes, recorded via Adobe Connect, with associated LEO activities.</p> <p>Please also refer to the note above for Element 1.</p>	<p>No, not scalable or sustainable, unless a one-off occurrence for a unique or specific purpose.</p>	<p>Yes.</p> <p>However, please see note above in Element 1.</p>
3	<p><u>Presentation of key program concepts & associated activities</u></p> <p>Research & practitioners in Active Learning</p> <p>Students & Active Learning</p> <p>Bloom's Digital Taxonomy video</p> <p>Choosing the Best Tool in LEO</p> <p>Learning Activity template</p> <p>Discussion forums</p> <p>List of web sites for learning activity inspiration</p>	<p>Yes, via Adobe Connect.</p> <p>Please also refer to the note above for Element 1.</p>	<p>Yes, recorded via Adobe Connect, with associated LEO activities.</p> <p>Please also refer to the note above for Element 1.</p>	<p>No, not scalable or sustainable, unless a one-off occurrence for a unique or specific purpose.</p>	<p>Yes.</p> <p>However, please see note above in Element 1.</p>

	Element Details	Possible Delivery Modes			
		Synchronous, live classroom	Asynchronous	Face-to-Face in groups	Synchronous, via video conference
4	<p><u>Presentation of key program concepts & associated activities</u></p> <p>A summary of advice webinar participants provided in learning activity design</p> <p>An outline of the low-tech unit design and planning tool</p> <p>Assessment principles, policies and design criteria</p> <p>A video on assessment marking and moderation</p> <p>Research about assessment, including what students think about assessment</p> <p>Assessment practitioners</p> <p>List of web sites for assessment inspiration</p>	<p>Yes, via Adobe Connect.</p> <p>Please also refer to the note above for Element 1.</p>	<p>Yes, recorded via Adobe Connect, with associated LEO activities.</p> <p>Please also refer to the note above for Element 1.</p>	<p>No, not scalable or sustainable, unless a one-off occurrence for a unique or specific purpose.</p>	<p>Yes.</p> <p>However, please see note above in Element 1.</p>
5	<p><u>Coaching / mentoring session</u></p> <p>This is a session driven by participant needs and wants, so the content is negotiated with them according to their perceptions of their knowledge & skill gaps.</p>	<p>Yes, via Adobe Connect.</p>	<p>Not recommended.</p> <p>This mode is not aligned with the purpose of the TSP coaching / mentoring session. Refer to Hrastinski (2008) who proposes that synchronous activities afford greater engagement, motivation and exchange of ideas.</p>	<p>Yes.</p>	<p>Yes.</p> <p>However, please see note above in Element 1.</p>
6	<p><u>Coaching / mentoring session</u></p> <p>This is a session driven by participant needs and wants, so the content is negotiated with them according to their perceptions of their knowledge & skill gaps.</p>	<p>Yes, via Adobe Connect.</p>	<p>Not recommended.</p> <p>This mode is not aligned with the purpose of the TSP coaching / mentoring session. Refer to Hrastinski (2008) who proposes that synchronous activities afford greater engagement, motivation and exchange of ideas.</p>	<p>Yes.</p>	<p>Yes.</p> <p>However, please see note above in Element 1.</p>

	Element Details	Possible Delivery Modes			
		Synchronous, live classroom	Asynchronous	Face-to-Face in groups	Synchronous, via video conference
7	<p><u>Coaching / mentoring session</u></p> <p>This is a session driven by participant needs and wants, so the content is negotiated with them according to their perceptions of their knowledge & skill gaps.</p>	Yes, via Adobe Connect.	<p>Not recommended.</p> <p>This mode is not aligned with the purpose of the TSP coaching / mentoring session. Refer to Hrastinski (2008) who proposes that synchronous activities afford greater engagement, motivation and exchange of ideas.</p>	Yes.	Yes. However, please see note above in Element 1.

NOTE: the FHS TSP Pilot trialed a different sequence of the above activities. The revised sequence for FHS was Live Classroom 1, Live Classroom 2, coaching session, Live Classroom 3, coaching session, Live Classroom 4, coaching session.

References

Dalgarno, B. (2014). Polysynchronous learning: a model for student interaction and engagement. In B. Hegarty, J. McDonald, & S.-K. Loke (Eds.), [Rhetoric and Reality: Critical perspectives on educational technology](#). Proceedings Ascilite Dunedin 2014 (pp. 673-677).

Hrastinski, S. (2008). Asynchronous and Synchronous E-Learning: A study of asynchronous and synchronous e-learning methods discovered that each supports different purposes. [EDUCAUSE Quarterly](#), 31(4).

Scalability

Given the TSP elements and their delivery modes, as detailed in the table above, it is recognised that 'one size fits all' is not a possibility to meet all the possible professional development contexts in which the TSP could be used by the Faculties and the LTC.

In order to meet scalability requirements as specified by the ADLTs of Theology and Philosophy and Health Sciences, and to reach an increasing number of current and future academic and/or professional staff across the university that require information and/or training in the principles and practices of constructive alignment, learning design and activity-based learning, it is proposed that *four* discrete designs of the TSP be developed.

These designs would cater for the diverse professional development needs of Faculty staff, use multiple delivery modes as a means of increasing staff accessibility to, and participation in, the TSP and to provide options for Faculties and the LTC when scheduling and timetabling PD programs.

The four TSP designs for a continuum of professional development opportunities for staff are:

Design 1: Introduction to constructive alignment and learning design

Mode: *Self-directed LEO unit*

Academic requires some professional development at an introductory level on constructive alignment and learning design. Supervisor/LIC enrolls academic in the program that contains recorded TSP content sessions on constructive alignment, active learning etc. Academic views all or selected recordings, then works at their own pace through the associated activities and tools provided on the LEO site.

Feedback

Feedback and review of their resulting efforts are provided by their supervisor/LIC or a nominated peer. Action plan prepared by academic, in consultation with supervisor/LIC, that identifies if further PD is necessary or actions and tasks that apply program outcomes to the development of their assigned LEO unit(s).

Duration

As determined by the individual academic and their supervisor. Approximately 6 – 8 hours.

Design 2: Scheduled LTC professional development program (2 – 3 per year)

Mode: *Attendance at a series of 7 scheduled sessions*

Sessions include the following two delivery modes:

1. 4 x 'Content' sessions delivered via live classroom (Adobe Connect), AND
2. 3 x 'Coaching' sessions delivered via either live classroom or on campus.

LTC would run these sessions as an 'off-the-shelf' version of the TSP, offered to all academics at ACU, as part of the schedule of LTC professional development offerings throughout the academic year.

The sessions are accompanied by a LEO site that contains the recorded 'content' sessions as well as all associated tools, materials and resources for each scheduled session. The value of the accompanying site allows participants to catch up if they miss a session and to have ongoing access to the tools and resources presented during the program.

An additional benefit of offering the TSP in this mode is that it allows for the modelling of good practice in relation to e-facilitation and e-moderation of live classroom sessions and an introduction to the functionality and features of the live classroom tool (Adobe Connect).

Feedback

Feedback and review of participants' resulting efforts are provided by LTC presenters or a nominated peer.

Action plan prepared by academic, in consultation with their Faculty supervisor/LIC, that draws on the knowledge and skills acquired in the TSP and details actions and tasks to be completed in the development of their assigned LEO unit(s).

Duration

Attendance requirement is 7 hours, plus additional hours to do the associated activities, as determined by the lecturer.

Design 3: TSP Tailored to School / Faculty Needs

Mode: Polysynchronous, as required by the Faculty or school – any combination of live classroom, recorded presentations or on campus sessions

In response to a Faculty or School need, LTC delivers a tailored, targeted version of the TSP (e.g. similar to the GDED project for School of Education, Queensland, for FEA), drawing upon the materials and resources developed for Tier 2 of the TSP.

The content and delivery modes of each element would be tailored to meet specific Faculty or School needs. Outcomes from the TSP would need to be agreed upon between the participating academics and their supervisors.

Feedback

Feedback and review of participant efforts are provided by LTC presenters or nominated Faculty or School peers.

Action plan prepared by academics, in consultation with their Faculty/School supervisor/LIC that draws on the knowledge and skills acquired in the TSP and details actions and tasks to be completed in the development of their assigned LEO unit(s).

Duration

As negotiated with the Faculty or School.

Design 4: Faculty/School delivery of TSP

Mode: as required by the Faculty or school – any combination of live classroom, recorded presentations or on campus sessions

LTC provides the Faculty/School with the *Teaching Support Program Delivery Package*, which contains all the materials, documents, resources and tools to deliver their own Faculty/School-based version of the TSP.

Full orientation to and explanation of these resources and materials will be provided in a ½ day session with Faculty e-learning coordinators/advisors and other nominated staff on the implementation of the TSP within their Faculty/School. This is similar to a train-the-trainer approach.

LTC to act as an advisor, where requested, to help faculties adapt the TSP and its resources for their specific needs.

Duration

As determined Faculty or School.

Scalability design considerations

To achieve the level of scalability for the TSP requested by the ADLTs FTP and FHS, and supported by the ADLTS of FEA and FLB, will require the allocation of time and resources in 2016 to complete the project beyond the pilot stage.

The TSP Pilots for Phases 1-4, and the subsequent formal evaluations for FTP and FHS, have provided sufficient evidence that the TSP is:

- educationally sound
- well regarded by participants
- addresses the needs of staff for professional development in learning design, and
- meets the expectations of senior managers in the Faculties (ADLTS, Heads of Schools).

Each design has its own unique characteristics and specifications necessitating significant developmental time, especially for designs 2 and 4.

If the proposed designs are supported by the Director, LTC, the appropriate project timelines, deliverables and required resources will be prepared for approval.

Incorporation of flipped classroom approach

The authors view the use of flipped classroom approaches as consistent with a broader, polysynchronous approach to learning design. However, given the current interest in, and Learning for Life projects focusing on, flipped classrooms, we believe that designs 2, 3 and 4 lend themselves to incorporating a flipped classroom approach. This would mean participants could access general or tailored information about constructive alignment, learning design and activity-based learning using LEO prior to attending group-based workshops or coaching sessions either F2F, teleconference or via Live Classrooms.

Sustainability

With regards to sustainability we need to consider the longevity or 'shelf-life' of the TSP in the intermediate and long-term. A significant portion of the current content in the TSP Pilot stage has been created around good educational design practices and the underpinning knowledge and skills needed by academics to apply the principles of constructive alignment and activity-based learning. These basic learning design principles are not subject to rapid or ongoing change and will be stable for the next 5-7 years at least.

While educational technology will change, the TSP is not an overtly technology dependent program and any new educational technology can be readily accommodated in the overall TSP design, unless there was a whole scale change over to another Learning Management System.

Once designed the TSP should have annual reviews in which any tools in LEO that have been updated or superseded can be incorporated into the design. As Faculty or external exemplars of good blended learning design and online teaching practice are developed they can be easily included in the TSP with minimal design changes to the core content.

In developing the four proposed TSP designs, there would be a requirement to ensure that sustainability was a key feature of each.

Future enhancements for the TSP

As part of the proposed design phase for 2016, the Program Designers propose to:

	Priority
1. Include additional exemplars to provide concrete examples of the principles and practices of good educational design.	High
2. Integrate elements of the <i>Teaching Online Course</i> (a separate Learning for Life Project) into the design specifications of the TSP.	High
3. Map the TSP to the ACU <i>Teaching Criteria and Standards Framework (TCSF)</i> , to make the value of doing the TSP clear to all participating academic staff.	High
4. Determine where the TSP sits on the continuum between the LTC "Introduction to Learning and Teaching" program and the <i>Graduate Certificate in Higher Education (GCHE)</i> . There is also the need to ensure that there is a clear pathway that links all three programs with the TSP.	High
5. Trial the inclusion of adaptive learning approaches (as part of a broader, polysynchronous strategy) into the TSP using existing technologies within ACU such as the Qualtrics Survey Platform and Moodle. There is a proof-of-concept currently in progress within the LTC for a Learning for Life Project examining and evaluating how these two technologies can be integrated to support adaptive learning approaches within ACU.	Medium
6. Explore the ability to provide credentialling or formal recognition for completion of any of the proposed versions of the TSP listed in above for promotion or probation purposes.	Medium
7. Include on the TSP LEO site recorded interviews with previous TSP participants. These former participants would outline what they gained from the TSP and how they have enacted what they learned into their teaching and learning design.	Medium
8. Consider the viability of a follow up program to the TSP that focuses on building the required knowledge, skills and behaviours for effective <i>delivery</i> of online units. While the TSP focuses on planning and <i>designing</i> a unit, this proposed course would focus on <i>delivery</i> , and what makes effective online delivery. It would emphasise e-facilitation and e-moderation. As part of determining viability, this course would also be mapped against the ACU TCSF.	Medium

Recommendations

Based on the completion of the Pilot Phases of this project, **it is recommended that the Director LTC:**

4. approve the development of the proposed TSP designs to achieve the level of scalability required by the Faculties to address staff capability and capacity building to design and build their LEO units in accordance with current good practices in blended learning and online teaching
5. endorse the proposed enhancements identified as a *high* priority for the TSP
6. consider the feasibility of the enhancements identified as a *medium* priority for the TSP, with respect to resourcing of these initiatives.

Appendices

APPENDIX 1 Structure of Faculty of Health Sciences Teaching Support Program Pilot

Session	Delivery Mode	Duration	Session Learning Outcomes	Key content areas
1	Live Classroom via Adobe Connect	1 hour	<ul style="list-style-type: none"> • use curriculum and learning design concepts discussed in this session to plan and develop your units (PLO1) • outline the rationale/context of your unit in the overall course structure, its inter-dependencies with other units and the value of team-based approaches in the unit design process (PLO2 & 3) • define the term 'constructive alignment' and describe why constructive alignment is critical in the unit design process (PLO3) • distinguish between aims, objectives & learning outcomes and describe the characteristics of good learning outcomes (PLO4) 	<p>Welcome to the program (Faculty ADLT)</p> <p>Introduction of program presenters</p> <p>Overview of program and its components, including WIFM, learning road map, 'virtual wall' for participant's expectations, program glossary, review of session preparation tasks</p> <p>Overview of Program Learning Outcomes</p> <p>Curriculum design - units in context horizontal & vertical integration; collaboration & sharing</p> <p>Curriculum mapping – design backward, deliver forward approach</p> <p>The why and what of constructive alignment - The three elements of CA</p> <p>Aims, objectives and learning outcomes</p> <p>Learning outcomes definition; perspectives from teacher and student</p> <p>Taxonomies of learning</p>

Session	Delivery Mode	Duration	Session Learning Outcomes	Key content areas
2	Live Classroom via Adobe Connect	1 hour	<ul style="list-style-type: none"> apply the concept of constructive alignment by using a preferred template/tool to map your Module/Lesson learning outcomes to the Unit learning outcomes, Graduate Attributes and assessment tasks (PLO 2 & 3) determine the number of Modules/Lessons required to address the Unit learning outcomes (PLO 2 & 3) use learning taxonomies and other aids to construct new (or refine existing) Module/Lesson learning outcomes (PLO4) evaluate your Module/Lesson learning outcomes against the six review criteria for determining 'good learning outcomes' with the support of your fellow program participants and or nominated peer/critical friend (PLO 1 & 4). 	<p>Key points to consider when designing your unit – module structure, sequencing MLOs and packaging content</p> <p>A conceptual view of constructive alignment</p> <p>Constructive alignment mapping tools</p> <p>What LOs mean to students</p> <p>Characteristics of good learning outcomes</p> <p>Criteria and tools for assessing quality of Los</p> <p>Tools and aids to help write learning outcomes</p>
3	Coaching / mentoring session	Equivalent of 1 hour per week	Outcomes for the coaching program are negotiated with the participants, either as a small group, in pairs or individually.	Knowledge and skill acquisition is dependent on the participant's own specific needs with respect to the development of their unit(s)
4	Live Classroom via Adobe Connect	1hour 30mins	<ul style="list-style-type: none"> explain the reasons why active learning is a key element in learning design, with reference to the research of selected learning design practitioners (PLO5) apply learning design/active learning concepts & principles to the planning and preparation of learning activities for your unit (PLO5) use learning design templates and tools to guide the development of your unit learning activities. (PLO5) 	<p>Research & practitioners in Active Learning</p> <p>Students & Active Learning</p> <p>Bloom's Digital Taxonomy video</p> <p>Choosing the Best Tool in LEO</p> <p>Learning Activity template</p> <p>Discussion forums</p> <p>List of web sites for learning activity inspiration</p>

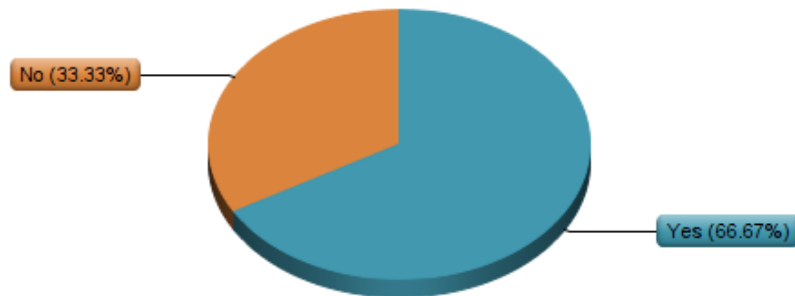
Session	Delivery Mode	Duration	Session Learning Outcomes	Key content areas
5	Coaching / mentoring session	Equivalent of 1 hour per week	As per session 3	As per session 3
6	Live Classroom via Adobe Connect	1 hour	<ul style="list-style-type: none"> use learning design tools to guide the design & development of your unit. (PLO5) apply assessment processes that support active learning and the student achievement of module and unit learning outcomes. (PLO6) 	A summary of advice webinar participants provided in learning activity design An outline of the low-tech unit design and planning tool Assessment principles, policies and design criteria A video on assessment marking and moderation Research about assessment, including what students think about assessment Assessment practitioners List of web sites for assessment inspiration
7	Coaching / mentoring session	Equivalent of 1 hour per week	As per session 3	As per session 3

APPENDIX 2 - The full results of the formal evaluation

Teaching Support Program FHS (pilot) | Total participants = 15 | Response rate to evaluation = 73%

Q1. We acknowledge that due to teaching commitments, you may not have been able to attend each live classroom session or coaching / mentoring session.

Were you able to catch up with the session recordings or resources via the TSP LEO site?



Where participants responded “Yes” to Q1, they received the following question:

The reason for making the recordings and resources available via the TSP LEO site was to provide lecturers with flexible participation options. Please comment briefly on the specific benefits for you of this approach.

Text Responses

Being able to catch up in my time

definetely [sic] for flexibility as other commitments made it difficult to do the 7 weeks. having the recordings, I was able to keep up at my pace

This was particularly helpful for when work responsibilities clashed with attendance and allowed catch up on content

Relieves the pressure of having to attend at specific times which do not fit in with teaching hours. But able to catch up on discussions

Actually being able to go back and review and access resources will be very helpful. This allows me to access resources when I need them.

I was teaching for some Classroom and Coaching sessions, so to be able to view the recordongs [sic] enabled me to participate.

I was able to continue with the program even though I had teaching and other commitments

Where participants responded “No” to Q1, they received the following question:

If you were not able to catch up on the sessions recordings or resources via the TSP LEO site, could you please tell us why?

Text Responses

Time is my limitation

Busy time of year with exams, marking, prep work for 2016 etc.

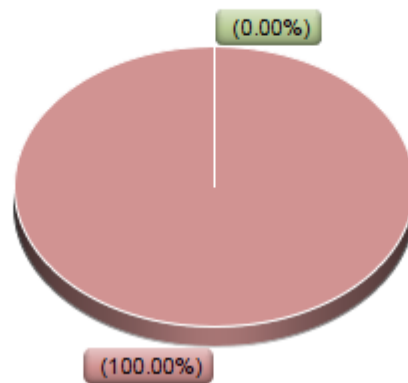
Due to sick leave I have not been able to find the time but intend to if the material is still available

Q2 (a). The structure of the TSP included 4 webinars interspersed with 3 coaching/mentoring sessions, accompanied by a LEO site of resources.

How effective was this structure of learning events?

Ineffective
 Somewhat Ineffective
 Neither Effective nor Ineffective
 Effective
 Very Effective

Structure of the TSP



Q2 (b). Please add additional comments in the text field to explain your selection, including any alternative learning event structure that you propose for the TSP.

Text Responses

I enjoyed the blended learning approach. For me, I would prefer teleconference format, where I was in a room with colleagues from the same campus.

I felt supported by having the webinars available to me

I know it's not practical but I do miss face to face conversations about teaching and learning. I have studied online many times over the years and the things that still stand out are the residential schools where face to face discussion can occur (just an aside really).

I thought the mentoring sessions complimented the webinars well. Perhaps not having the mentoring sessions videoconferenced, i.e. purely face-to-face, and consistent weekly schedules would be beneficial.

i was impressed with the quality of the conversations and degree of support.

The course content was great but by the end of all the sessions, I was saturated with content. In future I would suggest 1 less of each session.

the structure worked very well especially as i was unable to participate in person.

The webinars are most effective. I would offer coaching or mentoring only as an option if someone needs it.

Q3. Program Learning Outcome 1 (PLO 1) of the TSP was:

"Use the language of learning and teaching to aid communication with Faculty and LTC colleagues in planning and developing your units".

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 1

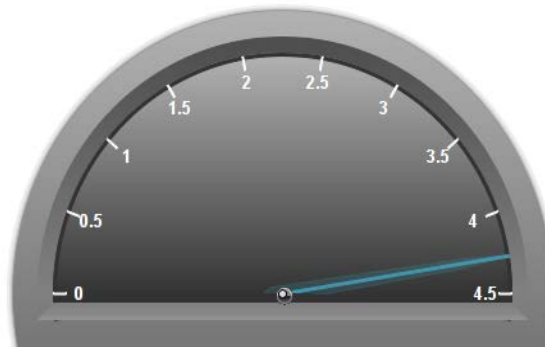


Q4. Program Learning Outcome 2 (PLO 2) of the TSP was:

"Explain the process of curriculum mapping used at ACU to align units with course, academic program and institutional outcomes."

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 2

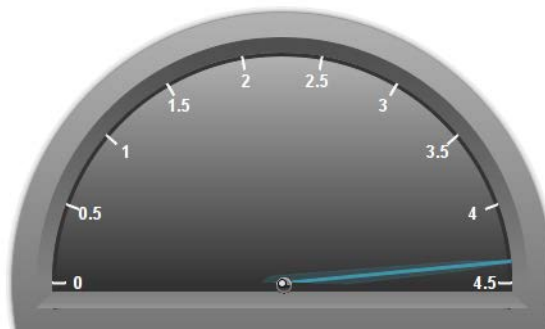


Q5. Program Learning Outcome 3 (PLO 3) of the TSP was:

"Apply the principles of constructive alignment in order to link unit learning outcomes, assessment tasks, learning activities and content."

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 3



Q6. Program Learning Outcome 4 (PLO 4) of the TSP was:

"Construct learning outcomes at unit and module/lesson/session level."

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 4

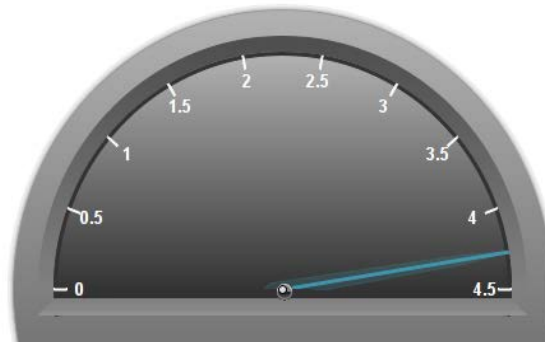


Q7. Program Learning Outcome 5 (PLO 5) of the TSP was:

"Develop units based on good-practice design principles, with an emphasis on selecting and using technologies for activity-based learning design."

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 5



Q8. Program Learning Outcome 6 (PLO 6) of the TSP was:

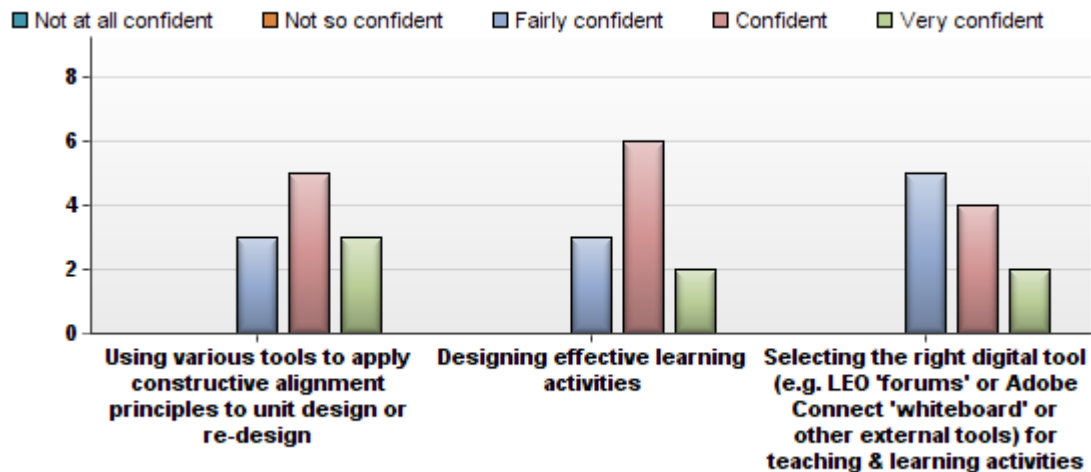
"Develop assessment tasks that comply with the principles of assessment and align with the unit learning outcomes and Graduate Attributes."

Rate the extent to which the TSP achieved this, where 1 is not achieved at all and 5 is achieved to a high degree.

■ PLO 6



Q9. Having participated in the TSP, how would you now rate your confidence level with the two key elements listed on the left side of the table, below?



Q10. What did you learn from your participation in the TSP that will help you?

Please provide your response in the text box below. (Bullet points are ok.)

Text Responses

Interpreting the current unit outlines that I have inherited!

For me the most important thing was to learn how to do a blended or flipped classroom approach and the use of new technology to engage students.

- Greater understanding of tools (esp LEO tools) available for various activities
- Greater clarity in translating unit outline and learning outcome to content and assessment

Improved mapping alignment skills and thinking about creativity in assessment tasks

- Using mapping tools to align learning activities with unit LO.
- Developing module LO, even if the UO does not include this.
- Sharing insight into how the learning activities link to the unit learning outcomes and the graduate attributes with students to facilitate motivated and focused learning.

Mainly ways to use technology to deliver content Possibility of developing assessment items to be used on line

Mostly the concept of constructive alignment as it is used in practice

Applying tools to help design learning activities.

In practical terms the TSP helped me greatly in understanding what LEO has to offer in terms of "digital tools" and how these might be utilised to enhance online teaching and learning.

Q11. In your opinion, how could the TSP be improved?

Please provide your response in the text box below.

Text Responses

I was happy with the structure and content of the program.

I was very happy with it as it was

I really liked this course. Meg and Peter are great at providing support, brain storming for innovative approaches, responsive, and knowledgeable. I learned alot and would recommend this course to all academic staff.

Particularly with foundation concepts such as constructive alignment, either a pre-test to assess existing knowledge or a pre-learning activity to bring everyone to the same page so that less time was required to cover foundation concepts and more time available to cover practical application of concepts

I would like more peer contact during discussions

I think it's excellent as it is. Thank you very much Meg and Peter! Great program!

Given the logistics of working across campuses and budgetary constraints, I guess this is probably an efficient and effective way to deliver the TSP. Perhaps one (or all) of the mentoring sessions could be provided as face to face mode on the Canberra Campus - video conferencing just isn't the same - on the other end of a video screen you still feel remote and in some ways it feels like the person running the session is trying to manage 2 groups. I don't think running a group at the same time as a remote group is that effective or inclusive.

I don't think that improvement is necessary yet.

The TSP was very good, however, I think it should run twice a year

I enjoyed the seeions [sic] that I was able to attend, they were well paced and engaging. No suggestions for improvements.