Centre for Learning, Innovation and Professional Practice (CLIPP)

Semester 2 Report
(July – December 2017)

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Centre for Learning Innovation and Professional Practice (CLIPP)
Staff and Student Enabling Support Framework

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Student Support Functions – Preparing and supporting our students to transition and succeed in higher education and future employment.

PREPARING

PROGRESSING

PERFORMING

INNOVATION

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- Embedded Learning Skills Advisors
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- Learning Skills Advisors F2F & Online
- Embedded LSAs F2F & Online
- SFP Advocacy student experience
- LSA Advocacy student learning
- PASS

Key		Preparing	Progressing	Performing
PD	Professional Development	Learning and Teaching preparation and support programs and functions/services.	Learning and Teaching enablement and capacity building support programs and functions.	Performance outcomes via acquisition of knowledge, skills practically applied by teachers and learners.
F2F	Face to face			
(TT)	Tertiary Teaching			
RISoLT	Research into Scholarship of Learning and Teaching			
SFP	Student Futures Program			
PASS	Peer Assisted Study Sessions			
LSA	Learning Skills Advisers			
*	Coming Soon			

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Staff Support Functions

Providing opportunities to acquire, develop and apply effective BOLD learning and teaching practices and skills to enhance student learning and support career growth.

1. Learning and Teaching Support

a. Learning & Teaching Cycle

The BOLD (Blended Online and Digital) Learning and Teaching Cycle was introduced in 2017 to support academic staff in focusing their immediate and identified learning needs. Targeted resources and services are offered pre, during and post course development and delivery, to aid timely and relevant support.

Professional development was offered relevant to monthly themes, along with introductory sessions for new staff, and on specific request at any time. A list of online resources to support each stage of the learning and teaching cycle was also provided.
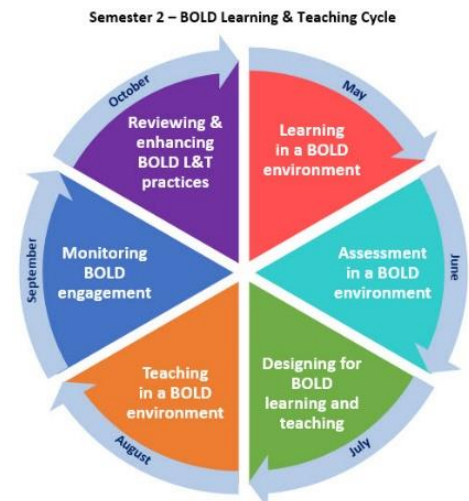
b. Academic Induction Program

The Academic Induction Program is a formalised support for new and returning Federation University staff. All staff, whether sessional, contract or ongoing, are expected to complete this 15 hour program within their probation period. Academic staff are provided with an introduction to:

- General and specific FedUni learning and teaching practices
- Learning technologies to support BOLD initiatives
- Support networks available for academic wellbeing and enhancing learning and teaching practices
- Support networks available to aid student retention and success

In Semester 2, 2017, one session was delivered at the Mt Helen campus, and one session at Gippsland campus. There were no enrolments for a Berwick campus session. Attendance figures as follows:

Campus	Faculty					Total		
	FEA	FBS	FoH	FoST	Other	Sessional	Fixed/ Ongoing	Total
MT HELEN	4	2	3	3	0	7	5	12
GIPPSLAND	4	0	0	2	0	5	1	6
Total	**8**	**2**	**3**	**5**	**0**	**12**	**6**	**18**

Combined with Semester 1 figures, a total of 61 new staff completed the Academic Induction Program in 2017. Senior faculty management increasingly recognise the AIP's influence on emerging learning and teaching practices, whereby two faculties mandate attendance. Participants overwhelmingly indicated the topics covered support their emerging learning and teaching practices, with the majority of participants progressing into further CLIPP professional development opportunities within their first year of commencement (eg: BOLD Short Courses, GCETT, and monthly PD sessions).

c.   Embedded academic supports

Learning Skills Advisors collaborated directly with 25 academic staff members this semester to deliver 40 face-to-face embedded workshops related to academic literacy and numeracy skills within 23 courses. Many of these workshops were supplemented with Moodle-based resources and an additional five courses requested online resources only for their students.

Embedded workshops and resources, Semester 2, 2017

Delivery		Berwick	Churchill	Mount Helen
Workshops (f2f)		7	14	29
No. of courses		6	7	10
Programs involved	FEA	Community & Human Services; Education (P-10)	Arts (Criminal Justice); Education (P-10)	Arts (Criminal Justice); Social Science Education (P-10)
	FoH	Nursing	Nursing; Outdoor Education	Nursing; Health & Physical Education
	FoST	1st year Science	1st year Science	1st year Science; Engineering (Honours); Food Science
	FBS	Business (Management)		Professional Accounting (Masters)

Topics (including Moodle-based resources for each course): Introduction to online learning; Time management; Topic analysis; Literature reviews; Annotated bibliographies; Academic integrity; Referencing (APA; Australian Harvard); Essay structure; Research proposals; Business report structure; Critical reading & writing; Interpreting marking guides; Mahara; Paraphrasing & summarising; Academic writing style; Essay structure; Oral presentations; Case study reports; Executive summaries; Exam preparation; Sentence structure

Feedback on some of these workshops:

Engineering: *"The session was very helpful for everyone. It has made (sic) very easy for us to use research notes concisely and in addition to exploring self-interests and thought into our research."*
"…Made great help (sic) in improving my knowledge to a vast extent and professionally sound."

Arts (Criminal Justice): *"Recommend that you do this for ALL subjects, particularly first year ones, who sit exams. Being a second year I have already sat around 6 exams here at tertiary level but still found this information useful and refreshing."*

d.   BOLD Professional Development Series

CLIPP continues to offer opportunities for enhancement centrally via a monthly calendar, in addition to faculty specific requests. Options include:

- Workshops – Face-to-face (all campuses) and virtual (1 hr)
- Workshops – Blended (all campuses) (2-4 hr)
- Webinars – virtual presentation (30 min)
- Resources – Online & self-paced

Workshops – Face-to-face/Virtual (1 hr). A total of 139 sessions were offered in 2017, attended by 236 attendees. Session topics came under the following seven themes:

Central PD attendance (2017)
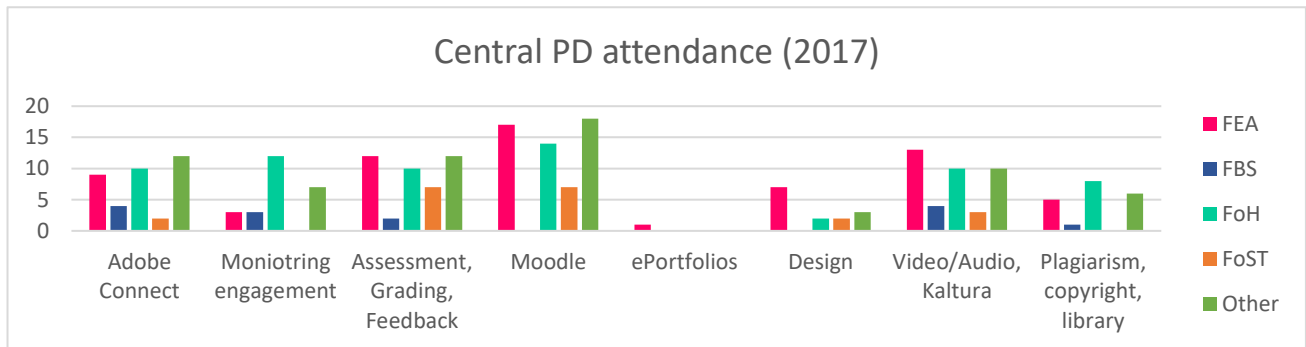
Highlights, comments or suggestions for improvement:
- *"I love sessions like this because I always learn little things that I didn't know about and gain further insights into Moodle"*
- *"Just a bit difficult to hear at times, otherwise very good"*
- *"I felt that some of the content was a bit rushed and would have liked more time to reflect and practice the learnings. I also would have liked this course to be delivered earlier in the year. Overall though I found it to be informative and useful"*
- *"Recording these sessions is really useful. I couldn't always get to them last year but great to look at them online later"*

Learning Skills Advisors and Learning Designers at Mount Helen and Gippsland campuses collaborated to deliver a two hour f2f workshop in late July for FBS academic staff on "*Creating effective marking criteria".* The purpose was to encourage staff to review their own course descriptions in terms of consistency and clarity of language used, distinguishing between achievement/grade levels and ensuring there were clear links with graduate attributes.

Workshops – Blended (2-4 hr). A total of 20 'on demand' workshops were requested and offered in 2017, attended by 147 attendees. Workshop topics included: Peer enhancement, quality assessment practices, creating marking criteria, fdlGrades in learning and teaching, and designing for online and blended learning.

FEA	FBS	FoH	FoST	Other	Total
32	36	63	9	7	147

Highlights, comments or suggestions for improvement:
- *"It was terrific to have members from most of the faculty there and to our share our concerns and knowledge. The others were very generous with their offers to help solve problems. As a sessional, I also appreciated the invitation to participate and the warm welcome I received"*
- *"I really enjoyed the hands-on presentation face-to-face in a small group. I managed to put the design planning into my course which I am delivering this Semester"*

Webinar – virtual presentation (30min)
In September and October 2017, CLIPP trialled some 30 minute webinar presentations on Fridays at 11:30am to share highlights, challenges and strategies to support quality BOLD learning and teaching practices. Examples of topics included monitoring engagement and learning in discussion forums, maximising student success through monitoring engagement, and copyright and online learning.

Highlights, comments or suggestions for improvement:
- *"A really good session – well worthwhile and I hope it continues every Friday"*
- *"I really like the webinar format. Some of the things I already knew but there some tidbits I could take away to improve my teaching for sure"*

Resources – Online & self-paced. CLIPP manage three forms of online resources for staff to access 24/7 that support quality learning and teaching practices – the learning and teaching website, Moodle Ready and Resource Ready. Access of these resources are highlighted below:
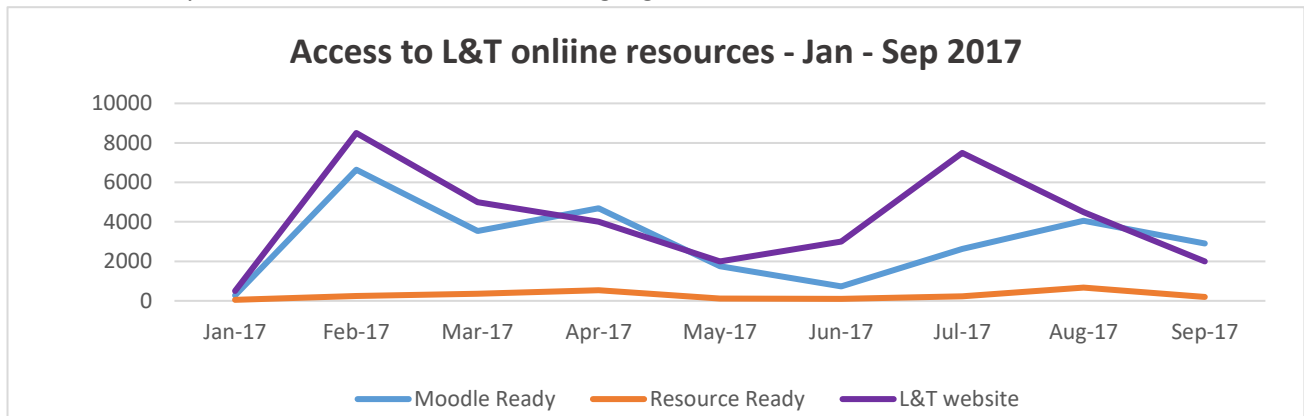
e. BOLD Ready Short Courses
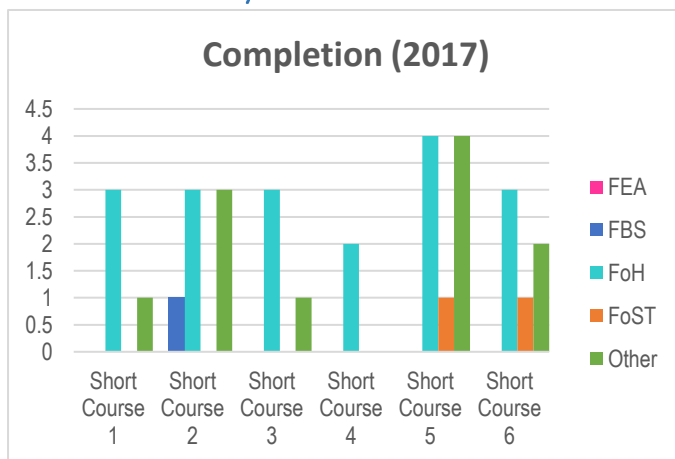
These newly developed short courses were introduced in April 2017 in response to feedback from participants in the previously offered BOLD Fundamentals course. Recommendations included – offer as stand-alone courses that can be completed in any order, decreased weekly time commitment, learning content and activities to be specific to FedUni BOLD needs, opportunities to explore specific individual learning needs and demonstration of learning through quiz completion rather than assessment. All requests have been adopted and piloted between May and October

Highlights, comments or suggestions for improvement:
- *"I enjoyed this course having a self-paced component. Great access to a wealth of resources!"*
- *"Great to create so many practical strategies for designing and delivering online activities"*
- *"Some of the external content provided was 'heavy going'. Preferred the more local FedUni content"*
- *"I like the aspect of independent learning and the choice of which resource to access that ae applicable to our own particular teaching situation".*

f. Graduate Certificate of Education (Tertiary Teaching) – Award and Non-Award Versions

This postgraduate program is offered part-time, online and facilitated in both an award version (standard 12-week semester) and non-award version (extended over 6 months) to provide flexible study options. Delivered at an AQF Level 8, a total of **49** staff were studying within the program this semester.

Course 1 – Tertiary Teaching and Learning	FEA	FBS	FoH	FoST	Other	Total
EDGCT5007 (Standard Award offering) – 12 week semester (SEM 1)	1			1	2	**4**
Teaching Ready (Extended Non-Award offering) – 6 months		2	4	2		**8**
Teaching Ready (Extended Non-Award offering) – *in progress*	1		2	7	4	**14**
Total number of staff completed or in progress	**2**	**2**	**6**	**10**	**6**	**26**

Course 2 – Professional Practice in Tertiary Teaching	FEA	FBS	FoH	FoST	Other	Total
EDGCT5008 (Standard Award offering) – 12 week semester (SEM 2)	1			1	4	6
Academic Ready (Extended Non-Award offering) – 6 months	1		1		2	4
Academic Ready (Extended Non-Award offering) – *in progress*			3	1	1	5
Total number of staff completed or in progress	2	0	4	2	7	15

Course 3 – Contemporary Issues in Tertiary Teaching	FEA	FBS	FoH	FoST	Other	Total
EDGCT5009 (Standard Award offering) – 12 week semester (SEM 1)	1	0	4	3	4	12

Course 4 – Tertiary Teacher as Practitioner and Researcher	FEA	FBS	FoH	FoST	Other	Total
EDGCT5010 (Standard Award offering) – 12 week semester (SEM 2)	1	0	3	2	2	8

Highlights, comments or suggestions for improvement:
- *"A well-polished online course with a good social presence, approachable, contactable teachers & assessment tasks of the right volume"*
- *"Great that I can directly apply it to my teaching practices"*
- *"Sometimes hard to answer the assessment questions in the word limit available. Suggest you increase the word limit or decrease the number of questions to address"*

g.   Learning and teaching recognition

The Vice Chancellor's Awards for learning and teaching recognise academic and professional staff achievement in relation to innovative and sustained learning and teaching practices while employed at FedUni. Lecturer staff in CLIPP provide expert advice, clear guidance, and specific support via a blended format to assist academic and professional staff apply for these awards, and encourage a greater take-up of scholarship practices by academic and professional staff.

For the first time, the process of recognition, nomination and application was conducted through an online Moodle site. This included information dissemination, interactive learning, submission of drafts, provision of feedback, mentor support, and final application submission. In 2017, a total of **20** academic staff sought nomination, **14** staff submitted a final application, and **5** staff were successful in receiving a learning and teaching award. There was no financial incentive available this year.

Highlights, comments or suggestions for improvement:
- *"Thought the use of the online package was very good tool, easy to refer back to at any time and kept you on track in regards to submission dates etc."*
- *"Online made it easier to keep track of due dates for each stage of the process and to access feedback from critiques of drafts. It was also easier to find all the documentation required in one place. There were more resources available to applicants in the online version, than when I went through it last year"*
- *"Chose not to submit application last year, but have definitely found this online approach more directional and supportive"*
- *"I'm not entirely sold on the submission of drafts as assignments. The rubric is not useful in its current form and isn't being used as a rubric anyway"*

2. Learning Design Support

The Online Futures team provides BOLD learning design support to Faculties through CLIPP Faculty embedded Learning Designers (CFeLDs) as well as to central areas of the University. From July to December 2017 CLIPP Learning Designers provided support to staff in the following ways.

- Working with academic and general staff to align course learning activities, resources and assessments
- Appling BOLD principles to design engaging, student-centred blended and online experiences
- Evaluating current online and blended delivery practice
- Working on faculty led projects to redesign, re-develop and re-think courses & programs
- Revising, reviewing and supporting the developing of courses on faculty Scope of Project *(a list of courses prioritised by the faculty at the commencement of each teaching semester)*
- Providing course redevelopment and just-in-time support directly to faculty staff as requested/required
- Delivering targeted and co-facilitated faculty/school/discipline specific professional development
- Working with key leaders (Executive Deans, Heads of Schools, ADLT, Program Coordinators, Discipline Leaders) to ensure faculty needs are met
- Providing ad-hoc support and triaging faculty staff to other CLIPP service areas (as required)

a.   Learning & Curriculum Design

The Online Futures team provides advice and assistance with learning and curriculum design, especially with regards to transforming BOLD delivery practices. The support is delivered through two mechanisms: on an ad-hoc basis to all faculty and central staff, and more intensively targeted at faculty priorities as identified by each Faculty's Scope of Projects (SoP).

Table: Total number of unique courses and staff supported July to December 2017

| Total number by COURSE *(Scope of Projects and Ad Hoc)*		Total number by STAFF *(Scope of Projects and Ad Hoc)*	
FEA	43	**FEA**	41
FBS	32	**FBS**	27
FoH	51	**FoH**	44
FoST	54	**FoST**	45
Total	180	Total	157

b.   Scope of Projects (SoP) courses

Back in November 2016, CLIPP and the Online Futures team engaged with each Faculty ADLT to develop a faculty endorsed 2017 Scope of Projects document. These documents provide a list of priority courses for learning design and development support and relevant staff whom learning designers can work with throughout 2017. The Scope of Projects represents Online Futures' most important and intensive work. As such, progress is tracked using a modified ADDIE (*Analysis, Design, Development, Implementation and Evaluation)* model.

Details about the support provided are included in the following charts, including an explanation of the phases and the sub-codes (relevant to Semester 2 progression only).

Progress on Scope of Project Courses by Faculty (2017 Sem2 delivery)*
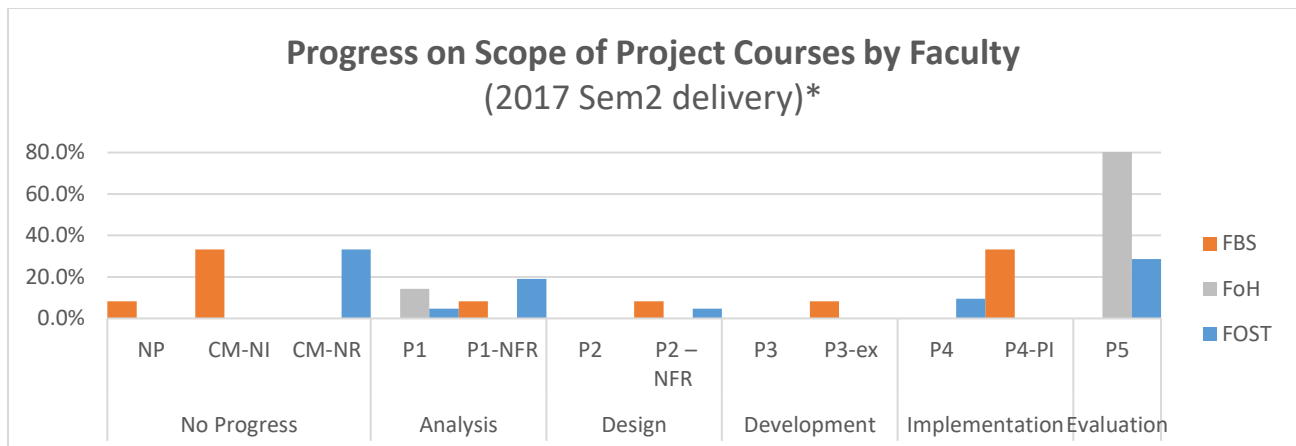
*FEA: FEA did not supply a scope of project for Sem2 2017/2018. Instead they have focused their development priorities through projects such as Future FEA

Progress on Scope of Project Courses by Faculty (2018 delivery)**
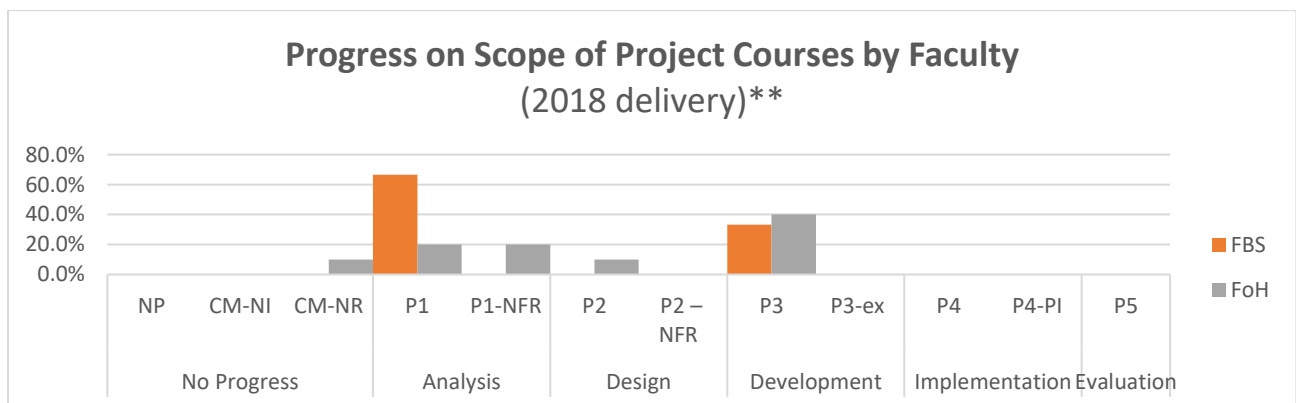
** FOST: Progress in 2017 on courses to be developed for offering in 2018 is ongoing. Teaching staff have indicated they will have increased availability from February, therefore FOST is not represented in the 2018 chart.

Phases & sub-code Legend

Phase	Sub-Code	Description
No Progress	**NP**	Not priority for this semester, or not being delivered this semester
	CM-NI	Contact made, no input from teaching staff or staff not identified
	CM-NR	Contact made no support required
Analysis	**P1**	**Progress 1 – Analysis completed**
	P1-NFR	Support concluded at the Analysis phase – nothing further requested
Design	**P2**	**Progress 2 – Design completed**
	P2 – NFR	Support concluded at the design phase - nothing further requested
Development	**P3**	**Progress 3 – Development completed**
	P3-ex	Extensive additional development work has been undertaken
Implementation	**P4**	**Progress 4 – Implementation completed**
	P4-PI	Partial implementation. Some of the work developed was not used, or some recommendations not implemented
Evaluation	**P5**	**Progress 5 – Evaluation completed**

c. Faculty Professional Development and Attendance at Faculty Planning Days

In addition, the Online Futures team have a role in providing faculty specific professional development where a need is identified by a Faculty/School/Discipline. Learning designers have also regularly participated in Faculty Planning Days, promoting BOLD design and delivery and CLIPP support services. In this reporting period, learning designers have attended FoH and FBS planning days.

Assistance with Professional Development - Attendance)

Faculty	Topic	Delivery	Attended
FoH	Using Kaltura	Mt Helen	4
FoST	Rubrics and Marking Guides	Gippsland	6
FBS	Assessment: Criteria, Rubrics & Marking	Mt Helen/Gippsland	27

d. Projects

Digital Narratives Projects

School of Nursing, Health and Midwifery Digital Narratives

A Moodle shell has been created and the digital narratives assets (videos) have been embedded within it, along with supporting information such as learning objectives, pre-requisites, and suggested learning and assessment activities. Due for completion February 2018. *Example of one of the School of Nursing, Health and Midwifery digital narrative video assets embedded for the relevant staff to access.*
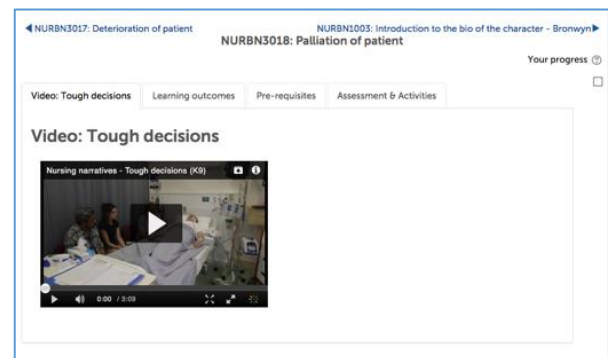
Bachelor of Information Technology (B.IT) Digital Narratives

The B.IT digital narratives assets (videos) have been embedded within an exemplar Moodle shell which has been promoted to all relevant staff. Digital narrative scenarios have been successfully implemented in 2 courses offered during Semester 2 2017. These will then be reviewed in consultation with the lecturers involved, in January 2018. In addition, planning for digital narrative scenarios to be embedded in 2018 courses is well advanced, as documented in the exemplar Moodle shell accessible to all IT coordinators. If you would like access to this shell, please feel free to contact CLIPP.

Very positive feedback has been received regarding these Digital Narratives resources and process of embedding within the B.IT curriculum.

Bachelor of Environmental and Conservation Science (ECS) Digital Narratives
Planning in relation to filming a pilot digital narrative scenario for this program was well advanced in early 2017 but the project stalled due to University budgetary constraints. An infographic/cartoon strip version of this scenario has been successfully developed and trialled and is currently being promoted to other lecturers in ECS, as well as other faculties and schools.

FedUni Careers
Learning design advice and support has been provided to the FedUni Careers staff regarding a Moodle shell for nursing students transitioning into their career. Advice and support was provided regarding design of quizzes and other elements as well as ensuring the module delivered an engaging student self-paced experience.

Faculty of Nursing, Health and Midwifery

A major undertaking of the Online Futures team since July 2017 has been to support the School of Nursing following the departure of their dedicated learning designer. As well, the school is currently developing a Master of Health program, to be offered from Semester 1, 2018 and this has involved providing intensive support throughout this semester to ensure that at least 6 priority 1 units are designed and developed on time.

Faculty of Education and Arts Projects

The Future FEA Project

In late July 2017 CLIPP was asked to support FEA in this broad-based faculty wide project to consider options for renewing their programs and courses, and the delivery mode to ensure the learning needs of their students are met into the future; beginning Semester 1, 2019. We were invited to participate in the task groups listed below with the aim of providing guidance regarding BOLD principles and effective curriculum design and assist in preparing course outlines for the program and course approvals process by early November 2017.

At the time of preparing this report, Brian Martin is still working with staff from the Contemporary Creative Arts, Visual Arts, Design and Performance discipline to prepare course outlines for the February 2018 Programs and Course Approvals Committee.

	Future FEA Task Groups	Chair/Co-chairs	CLIPP Representatives
1.	Core, universal, faculty-wide courses	Jenene Burke	Ryan Parker
2.	Contemporary Creative Arts, Visual Arts, Design and Performance	Bryce Ives and Jeremy Smith	Brian Martin
3.	Humanities / International Studies	Beth Edmondson	Charlene Duddridge/Sara Weuffen
4.	Community and Human Services / Criminal Justice / Social Science / Social Work	Tim Harrison	Tulsa Andrews
5.	Undergraduate Education	Annette Foley, Dean Cooley and Alison Lord	Leanne Maher
6.	Masters Teacher Education and Education Studies	Annette Foley and Alison Lord	Sara Weuffen
7.	VET Teaching and Training	John McDonald	Von (Yvonne) Button
8.	Placement / Professional Experience / Work Integrated Learning	Dean Cooley and Margaret Plunkett	Leanne Maher

Contribution to the Nursing & Social Welfare Taskforce

Several Online Futures team members provided background information to taskforce members regarding consultative services to the taskforce. This information provided insight into various areas of the faculties and courses.

Academic Integrity Module Project (Project completion timeline – March 2018)

The Online Futures team is leading a project to develop a student-facing and online self-paced module in Moodle for the purpose of educating students about academic integrity. The module which should take students approximately 30 minutes to complete, will address seven areas as outlined by TEQSA, where academic integrity breaches may occur. The learning resources and activities have already been designed. CLIPP was asked to develop this module by the Academic Integrity Working Party, led by Associate Professor Kim Dowling (Chair, Academic Board).

Federation Business School Projects

Sustainable Development Goals (SDG) Project

The Business School CFeLD has worked closely with the SDG Project Coordinator to create a Moodle shell for the purpose of educating staff about the School's engagement with the United Nations Sustainable Development Goals as well as reviewing progress against them. This ongoing project involves all Business School teaching staff.

SPARK Project

The Business School CFeLD has also worked closely with the ADSRS/Acting ADLT, particularly Amy Barnhouse, to finalise the creation of a Moodle shell for University and Partner staff about student retention and success. To date, this self-paced professional development has been piloted by Academies Australasia Polytechnic (AApoly) Melbourne partner lecturers with very positive feedback received as well as showcased at numerous public forums.

Partner Forum Presentations:

All members of the Online Futures team attended the FedUni Partner Forum held at the Mt Helen campus in December 2017. Three presentations, titled: "Quizzes 101" "The Lowdown on BOLD" and "Monitoring Student Engagement in Online Discussion Forums" were made by members of the team.

Contribution to other CLIPP Initiatives

Members of the Online Futures team provided support to the FedUni BOLD Showcase by contacting presenters, mentoring and coaching presenters, providing technical support as well as taking meetings' minutes and keeping time for presenters. Learning design support and assistance was provided for the FedReady program that ran on all campuses before the start of Semester 2, 2017.

3. Learning Technology Support
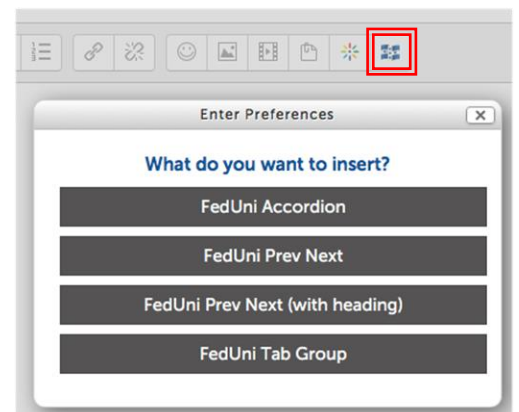
a. Learning Technology Adoption

Engagement with FedUni's established Learning Technologies by staff and students remained strong through the second half of 2017. The most exciting addition to our eLearning application architecture, Kaltura, arrived in August. It has been quickly adopted by staff as a means to easily create multimedia content and publish it to Moodle to create engaging learning content and activities. Additionally, students can utilise Kaltura to create multimedia assignment submissions directly to Moodle, or for embedding as part of their ePortfolio in Mahara. For the first time this enables a seamless method for multimedia assignment creation, submission, assessment, and feedback for staff and students.

CLIPP supported learning technologies include the following:

- Moodle (learning management system) and Moodle Mobile App
- Kaltura (multimedia learning content creation, publication, activities & assessments)
- Mahara (ePortfolios) and Mahara Mobile App
- Adobe Connect (virtual classroom)

- Turnitin (plagiarism prevention, grading and feedback)
- Equella (learning content repository)
- Camtasia and Snagit (Screen Capture and Video Editing tools)
- Limesurvey (survey tool to support research data collection)
- StudySkills website

Moodle – Learning Management System

FedUni's ITS team continues to enhance Moodle via upgrades (Moodle 3.1 & 3.2) and software development to assist with additional functionality to support learning and teaching as well as enhance the user interface and experience. Growth in interaction with Moodle by students and staff has continued through 2017, with peak periods showing increases of approximately 1 – 1.6 million interactions or 20 – 33 percent increases on 2016 levels. We encourage staff to explore the new FedUni flag functions (opposite), in the Moodle editor, which provide effective and easy to use methods of organising learning content and instructions for your students.

Moodle – All activity (all roles)
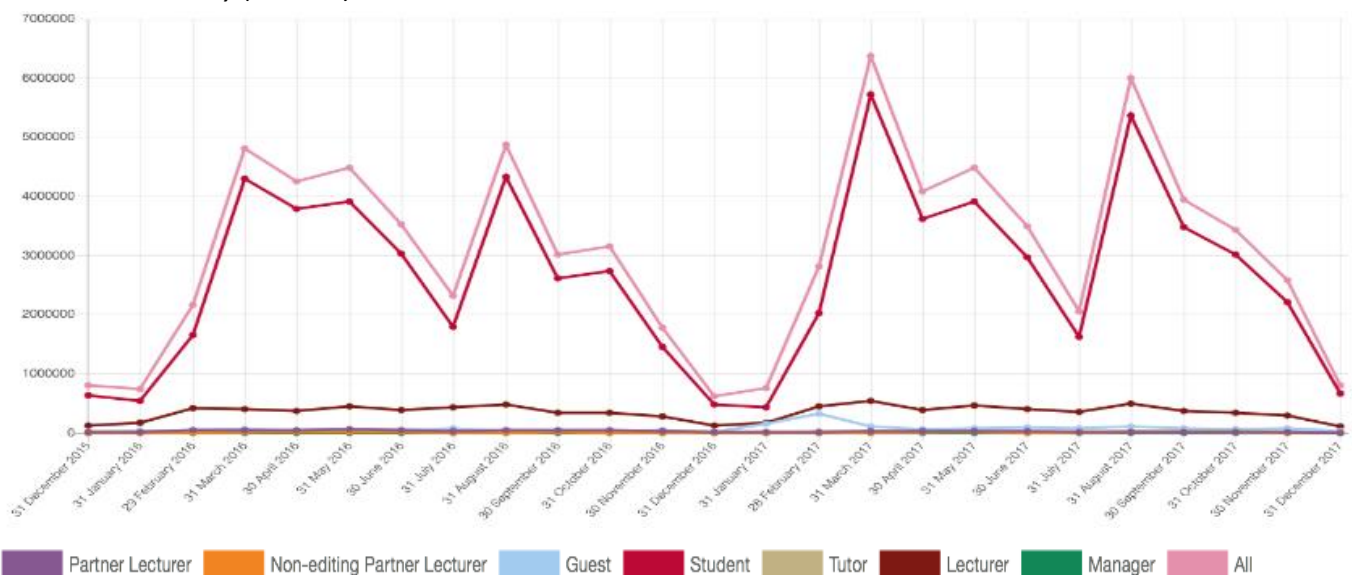
Kaltura – Multimedia Streaming Server and Moodle Integration

The CLIPP learning technology support team was extensively involved in preparation for the arrival of the Kaltura media streaming server Moodle integration. Video is an effective means to maintain teacher presence, facilitate engagement, overcome isolation and provide explanations for requirements such as assessment. Multimedia also provides a means to provide personalised feedback, demonstrate skills, or bring insights from experts into the learning environment. Kaltura is one of the most important enhancements to our BOLD eLearning application toolkit providing:

a. Staff and student access to CaptureSpace, a simple video/audio capture and editing app that enables webcam recording, narrated PowerPoint, screen capture, and seamless publication to Moodle.
b. Cloud based video transcoding and storage.
c. Embedding of Kaltura multimedia content into any resource or learning activity via the Moodle editor.
d. Support for submission and grading of video and audio assessment or formative learning activities.

Since becoming available in August Kaltura adoption by staff and students has been rapid and widespread.

Multimedia content contributions to Kaltura			
Year	Video	Audio	Image
Aug – Dec 2017	1153	40	14

Multimedia content interactions via Kaltura and Moodle		
Plays	**Downloads**	**Unique Users**
8082	1057	1535

Mahara – ePortfolio personalised learning

Mahara saw a number of exciting enhancements in 2017 to build on the integration work completed in 2015 and 2016 to allow the seamless submission and grading of ePortfolio assignments to Moodle without the need for students to create secret URLs or share pages. The first improves the ability of students to personalise the look and feel of their ePortfolio pages via designing or uploading their own custom page skins. An additional piece of software development completed by ITS now allows teaching staff to work with CLIPP Learning Designers and Learning Skills Advisors to design page and collection templates that can include digital scaffolding to assist students new to Mahara to engage with their ePortfolio, and to provide a more consistent presentation of assignments to aid efficient marking. Finally, a prominent warning is now displayed to any student who accidently attempts to share their portfolio publically.

Growth in new Mahara accounts, an additional 4,824, continues to demonstrate adoption of ePorftolios in our learning and teaching practices. Interestingly, over **8,400 new Mahara ePortfolio pages** have been created in 2017 representing growth of 38% on the total of pages created at the end of 2016.

Adobe Connect – Virtual Classrooms

Adobe Connect was implemented and made available to FedUni staff from January 2016 to assist in the synchronous support and teaching of online and flexible delivery mode courses. There has been a steady increase in adoption, particularly as a means to provide support to online learners through the use of scheduled virtual consultations. In addition to professional development, CLIPP now provides a facilitated virtual drop in service where staff and students can get to know Adobe Connect without the pressure of teaching live, or attending a virtual classroom as a student for the first time. Students can also get to know key Adobe Connect functions by visiting the study skills website.

Year	Active Sessions in Rooms	Number of Users of Rooms	Time Spent in Rooms
2016	6,480	2081	1,847 hours
2017	10,506	2794	2,923 hours

Turnitin – Plagiarism Prevention, Advanced Grading and Feedback Tools

Beginning 2016, FedUni gained access to additional features to facilitated advanced grading and feedback in the form of feedback studio tools. This has prompted a doubling in usage as follows.

| Year	Number of Assignment submissions	Number of Originality Reports
2016	18,985	18,488
2017	42,231	58,932

Equella – Learning Content Repository

Equella was implemented in 2015 to assist the Library to manage the eReserve service and support the University in complying with Copyright compliance. Equella also includes a Moodle integrated teaching collection to facilitate sharing and reuse of learning resources by teaching staff and provide a means of hosting multimedia.

Year	Total Learning Objects	Video
2015	90	72
2016	2,306	534
2017	2,248	290
Total	4,644	896

b. Learning Futures - Learning Technology Support

The CLIPP learning technology support team promotes and supports effective staff and student use of learning technologies to facilitate flexible, student centred, and engaging learning environments. The team's work is aligned around the following strategic objectives:

- Ensure alignment of learning technology architecture, management and support to the FedUni Strategic Plan, Learning and Teaching, and Student Retention and Success Plans.
- Foster continuous eLearning application architecture enhancement via engagement with ITS and ensure alignment with efficient and effective operational practices and the learning and teaching plan by identifying enhancements and testing new software releases and features.
- Deliver eLearning application support to staff and students by responding to advice and troubleshooting requests, maintaining user documentation, delivering professional development, and one-to-one consultations on recommended usage cases, and to promote eLearning application architecture features to stakeholders.
- Develop resources to develop student digital literacies necessary for successful study.
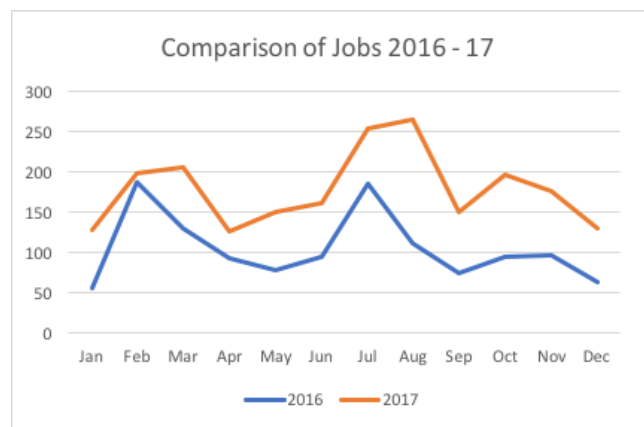
Congruent with the growth in learning technology adoption and engagement, the team continues to experience and respond effectively to growth in help requests from staff and students.

Year	Number of Support Requests	Percentage Increase	FTE
2016	1255	n/a	5
2017	2145	71%	3.5

We have analysed support requests to highlight areas of focus via our faculty embedded learning designers, address any systemic operational or software issues, and provide targeted support and professional development where required. A range of support themes were highlighted in the weekly analysis, however the most common support needs relate to managing large cohorts via Moodle groups, and setting-up, grading, and providing feedback on assessment tasks.

c. Learning technology and process enhancement

Moodle Course Readiness and Quality Indicator Management Reporting Dashboard
The team has proposed and helped design the forthcoming Moodle Course Readiness and Quality Indicator Dashboard. This management reporting tool will provide Faculty leaders complete and real time visibility over the timely provision of Moodle course materials to students in the lead up to semester as well as an indicator of the overall composition of the course provided. This dashboard will replace current manual data extracts and be available to Faculties in 2018.

d. Strategic priorities 2018

The team's focus is now shifting towards the following projects and enhancements:
- Collaborating with ITS and Faculty on the development, testing and promotion of a new theme that will deliver a refreshed, modern and engaging look and feel to Moodle for our staff and students by mid-2018.
- Collaborating with ITS, Faculty, Student Retention and Success, and Learning Designers around effectively utilising Moodle's Inspire Learning Analytics functionality.
- Targeted Faculty specific professional development and support in use of Learning Technology.
- Development of Moodle tours that will assist staff and students by providing guidance on how to use a particular feature or function the first time that features are used, by mid-2018.
- Developing protocols with ITS to enable our Alumni to continue to access and build on their academic and professional ePortfolios.

e. Learning Futures - Learning Content Development

Following the completion of a 17 episode video narrative in support of the undergraduate Bachelor of Information Technology focused on; challenges faced by women graduating and working in STEM, problem solving, ethical dilemmas, teamwork, entrepreneurship, creativity and empathy, we have paused further digital narrative work to conserve resources and allow time to evaluate their effectiveness. The team also completed a range of smaller projects, including: resource development support for CLIPP mini-grant winners, promoting community engagement with FedUni research projects, evolving the visual appeal and flow of BOLD course materials through provision of graphic design, completing *ad hoc* requests to capture live learning related events, develop resources to support curriculum, and training delivered to enable staff to self-service.

Our small team of resource developers will switch focus in 2018 to alternative innovative, impactful, and cost effective multimedia resource development projects. Preference and resources will be allocated to resource development with:

- Program level scope and impact;
- Strong mapping to graduate outcomes, program, and course level learning outcomes;
- Demonstrable support of constructively aligned assessment tasks; and
- Application of skills and knowledge in the workplace.

These projects could include, but be limited to:

- Mixed media digital narratives that expand scope of storytelling and narrative in education to encompass a broader range of media: video, audio, graphic novel/comic book style, photography, text/prose
- Program level skills series: demonstration and modelling of key foundation skills across an academic program
- Podcasting and documentary style audio features including; interviews and conversations, work place anecdotes and sharing of wisdom, using techniques based on popular podcasts to develop engaging content

We encourage staff to contact us to discuss your ideas.

Media Studios: Gippsland, Mt Helen, and Horsham
In 2018 we will seek to increase utilisation of available media studio spaces at Mt Helen, Gippsland and Horsham as well as investigate the feasibility of establishing a similar facility at Berwick.

4. Academic Transition Support

a. FedReady

FedReady is a five to ten day intensive preparation program designed to give students a head start to understanding what is expected of them at university, and to help continuing students improve their learning skills. It is held twice yearly prior to the commencement of semester, and is free for all students enrolled at the University.

FedReady focuses on improving skills in many areas, such as:
- Preparing essays and assignments
- Using references and evidence accurately in university study
- Understanding how to use the computers effectively for your university study
- Participating in tutorials
- Time management and study patterns

FedReady is a voluntary program, and while new students are encouraged to attend all sessions, students are able to select the sessions that they feel will improve their success as a student. FedReady has been helping students prepare for their degree since its inception in 2012 and continued to do so in 2017, with students retained at higher rates throughout the week-long on-campus program, and the fortnight-long online program.

FedReady ran at Berwick, Gippsland, Mt Helen and online prior to Orientation week for Semester 2.
Key statistics for Semester 2, 2017:
- 45 students attended FedReady face to face at our Berwick (n = 9), Gippsland (n = 18) and Mt Helen (n = 18) campuses. 25 students attended FedReady Online

- 33% of Mt Helen students were retained for the first three days of the program, and Gippsland saw an increase of students. 63% of Gippsland students and 26% of Mt Helen students attended all five days of FedReady.

- 100% of survey respondents identified that FedReady had taught them important skills they will need for university studies.

- 100% of survey respondents identified that the staff and student leaders at FedReady were helpful and supportive.

- Not a single FedReady session was considered 'not at all useful' by survey respondents.

- All FedReady Online modules had a minimum average 'usefulness rating' of 86%, with the exception of the Mini Lecture module (76%)
- 100% of survey respondents felt that FedReady Online had taught them valuable skills, and they would recommend the program to others.

Qualitative feedback provided by students was extremely positive, and many spoke to their tutors about how helpful they had found the course. Highlights include:
- *"I would definitely recommend FedReady. It's like an extended Orientation Week and does exactly what it is designed to do: Arm new students with all the information they will need to succeed at University, or at least where to go to find the information."*
- *"I would recommend FedReady because it is a friendly environment and tutors are approachable. I felt welcome to ask questions and felt included in the discussions. It is also good to have had the opportunity to explore the grounds and familiarise myself with location of buildings; definitely helps."*

b. Mentor Program

Federation University Australia's Mentor Program is a centrally coordinated program which uses experienced, successful students to provide support to commencing undergraduate students. Student Futures' staff work closely with faculties who support the Mentors and ensure they act as a bridge between students and academic staff. Mentoring activities occur at all campuses and online, ensuring that every commencing undergraduate FedUni student is assigned a Mentor.

Key statistics for Semester 2, 2017:

- 46 Mentors were appointed for Semester 2
- 24.2 was the average group size per Mentor
- 44% of students engaged with their Mentor throughout the program

Mentors were asked to describe scenarios where the felt they really helped a student, some of these included:

- *"I helped a student who was considering to drop out, and helped the student find other ways to help in class and improve her grades, she got top of the class."*
- *"I assisted a student with deferral of study he was extremely grateful for my help and I felt like I really made a positive difference in someone's life."*
- *"I helped a student who was homeless and was sleeping in their car. They have now got stable accommodation and have accessed all of the support services the uni has to offer."*
- *"I had a student that contacted me weekly with questions during the program. Questions about assignment requirements, research and essay requirements, things like that. At the end of the program she told me she would of [sic] dropped out if I hadn't been there to help."*

c. PASS

The PASS program at Federation University Australia began in 2011 and aims to support students enrolled in certain core first year subjects by providing weekly, student facilitated study sessions. In Semester 2, 2017 PASS ran across the Mount Helen, Gippsland, Online, and Berwick campuses. PASS runs from week 2 – 12, with an extra two hour session being run as part of the 'SWOTVAC Super Study Day', which is focussed on exam revision/final assessment completion and exam preparation activities.

Key statistics for Semester 2, 2017:

- PASS supported 11 courses at Gippsland, 16 courses at Mt Helen, four courses at Berwick and 12 courses online, all supported by 31 Student Leaders.
- Over 221 students attended the SWOTVAC Super Study Day in Semester 2, 2017 across Mount Helen, Berwick, online and Churchill campuses.
- 24% of students enrolled in PASS supported subjects attended the SWOTVAC Super Study day.
- The below graph shows the spread of grades for students who didn't attend PASS, compared to the spread of grades for the students who attended 5 or more sessions:

Non-PASS Attendee Grades vs 5 + Attendee Grades
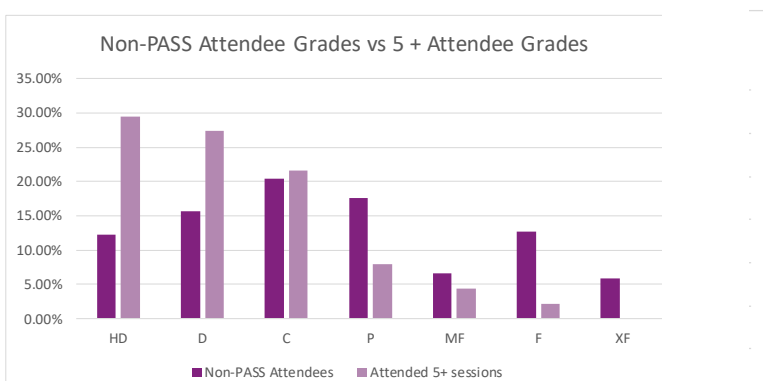
	Non-PASS Attendees	5+ Sessions Attendees
HD	12%	29%
D	16%	27%
C	20%	22%
P	18%	8%
MF	7%	4%
F	13%	2%
XF	6%	0%

d. ASK

The ASK (Academic Skills and Knowledge) Service began at Federation University Australia in 2013 and is focussed on providing peer-to-peer academic support for students. The service acts as a first point of contact that can either resolve student enquiries immediately or refer students on to the relevant area. It operates from 9.30am – 3.30pm, Monday to Thursday during semester, and accepts enquiries by phone and email, or at the desks in the Libraries at Berwick, Churchill and Mt Helen.

Key statistics for Semester 2, 2017:
- 941 enquiries were made through the ASK service. 50% of these enquiries were based in Mt Helen, 40% were based in Gippsland, and 10% were based in Berwick. This continues the trend of having each consecutive year of the service seeing an increase in enquiries
- The ASK Service spent approximately 140 hours resolving student enquiries
- 82% of all enquiries were made face to face to the ASK desk
- 86% of enquiries were able to be immediately resolved by the ASK Service, with the rest referred to another service or website
- The ASK Service saw a fairly even spread of engagements across its opening hours, with 10.30am - 11.30am proving the most popular slot, taking 20% of enquiries. All other hour blocks accounted for 17% of enquiries each, with the exception being the 2.30pm - 3.30pm hour, which took only 9% of enquiries.
- 'Content specific enquiries' were the most common enquiry topic, accounting for 22% of enquiries at the ASK Service. This was followed very closely by enquiries about IT and technology at 21%. Other popular enquiry topics included directions (10%), library services (7%), essay writing (7%) and referencing (7%).

e. YourTutor

YourTutor was introduced by Federation University in Semester 1, 2014 as a service of the Student Futures Program. The service was made available to all enrolled students and was accessible through Moodle. YourTutor allows students to access after-hours tutors with anything related to study and learning. The service gives students the opportunity to access an experienced tutor one-on-one in an online environment, free of charge. Available from 3pm to 12am Sunday to Friday each week, the YourTutor service was also accessible through hand held devices.

Semester 2, 2017 usage summary:
- 35,600 total minutes were used which was a decrease of 16% compared to Semester Two, 2016.
- 29,540 minutes were used by the writing feedback service and 6,035 minutes were used by the Connect Live service.

The enquiries made through the Connect Live service throughout 2017 relate to the following subjects:
- English and writing 63%
- Maths 16%
- Science 13%
- Essential skills 6%
- Business 2%

YourTutor provides all qualitative feedback provided to them by students at FedUni, below are some of the comments from students regarding the service.

- *"Exactly what is needed when studying online. In the past I have been stuck on problems for hours when all that was needed was some clarity and help. Will definitely be using this service again".*
- *"Brilliant service – such comfort to know I can get help with the questions I have. I am very impressed that the tutors quickly identify where you have having difficulty without much clarification".*
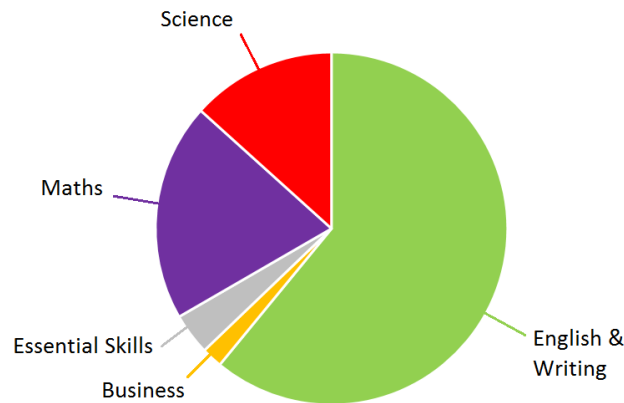
YourTutor was renamed Studiosity in October 2017 however, this rebranding will not be introduced to the FedUni students until Semester One 2018.

f. Writing Space

The Writing Space is open four days a week during semester at Gippsland and Mount Helen campuses and is promoted as a drop-in space that provides FedUni students with guidance with all aspects of their studies, but usually specific to their assignments. The general aim is to assist students so that they can develop the skills and confidence to:

- Analyse assignment questions and criteria
- Evaluate and organise sources
- Develop plans/outlines
- Write the first draft
- Revise and edit to produce a polished final draft
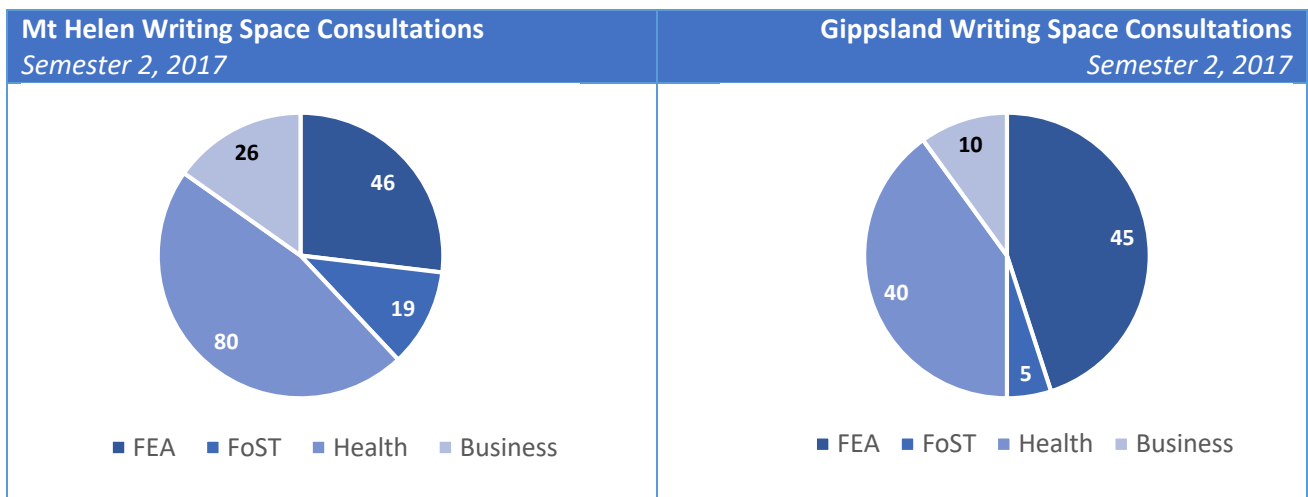- Develop effective study skills

For Semester 2, 2017, the Writing Space service was open for 16 hours per week (spread over 4 days) at Mount Helen campus from Week 1 to Week 12. At Gippsland campus, this service was offered from Week 1 to Week 8 only. Opening hours were reduced at Gippsland due to staff shortages.

	Mt Helen campus	Churchill campus	Online	Combined
Number of student consultations Semester 2	192	132	0	324
Number of unique student visits Semester 2	173	102	0	275

Following a review of the Writing Space Online service, we have decided to change how our online/distance students are supported which will be implemented in 2018.

Writing Space evaluation

- *"My time in the writing space was delightful. I probably wouldn't have passed my course if it wasn't for those lovely human beings in the writing space. Instead of failing I got 80+ on all my essays. Woohoo, thanks so much!"*
- *"I felt the service was invaluable and without it most likely would have failed my assignments. Extremely helpful and professional."*
- *"It is very helpful for all the students and especially for those international students who feel (sic) new teaching and learning methods and want to get help with the assignments and finding the resources for the assignments. It was great experience and thank you for providing such assistance."*
- *"Good place to improve writing."*

Mt Helen Writing Space Consultations	Gippsland Writing Space Consultations
Semester 2, 2017	*Semester 2, 2017*

Mt Helen Writing Space Consultations: FEA 46, FoST 19, Health 80, Business 26

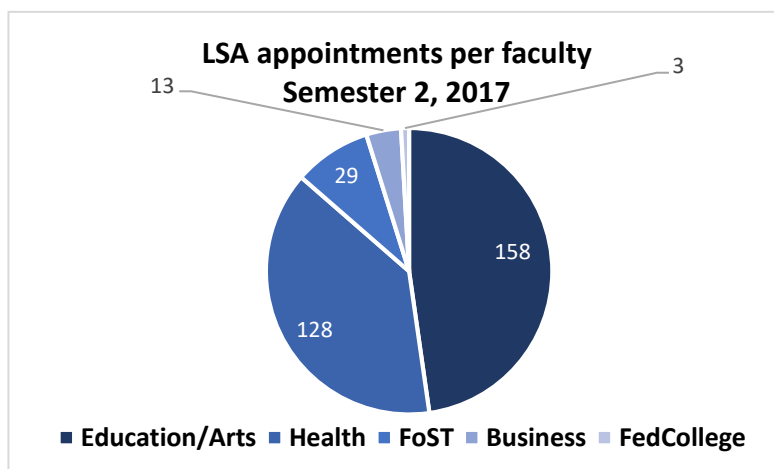Gippsland Writing Space Consultations: FEA 45, FoST 5, Health 40, Business 10

g. Learning Skills Advisors 1:1 consultations

Learning Skills Advisors consisted of 4.8 FTE staff across Berwick, Churchill and Mount Helen campuses this year until mid-October. During this time, students could access support via appointments and drop-ins on-campus, or via email, phone or Adobe Connect if students were off-campus.

	Berwick LSAs	Gippsland LSAs	Mount Helen LSAs	Total
Total number of 1:1 consultations	40	126	123	**288**
Unique students	32	113	69	**213**

The top five reasons that students sought 1:1 support related to: referencing; essay planning/structure; topic analysis; constructing paragraphs; sentence structure.

LSA appointments per faculty Semester 2, 2017

Education/Arts 158, Health 128, FoST 29, Business 13, FedCollege 3

The majority of appointments with FEA students were with those enrolled in Education (16.2%) and Community & Human Services (11.9%) programs. The FoH appointments were predominantly Nursing students (27.8%), who were our largest student cohort again this year.

Conclusion

CLIPP are committed to supporting the learning and teaching needs of staff and students through the service and provision of support and resources in a range of modes, availability, timeliness, with a targeted approach to meet the ongoing professional development needs of staff and students within faculties/centres. For further information, please contact the following CLIPP staff:

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