

# Centre for Learning Innovation and Professional Practice (CLIPP)

## Mid-year Report (January – June 2018)

### Appendices

Prepared by: CLIPP Executive Team

Nina Fotinatos | Tulsa Andrews | Yvonne Button | Adam Barbary | Lara Whitehead-Annett

Status: Final

Version: 2

Date: 30 July 2018

## Contents

1.	School of Arts CLIPP Support Model.....	3
2.	Federation Business School CLIPP Support Model.....	4
3.	School of Education CLIPP Support Model.....	5
4.	School of Health & Life Sciences CLIPP Support Model .....	6
5.	School of Nursing & Healthcare Professions CLIPP Support Model.....	7
6.	School of Science, Engineering & Information Technology CLIPP Support Model.....	8
7.	CLIPP Professional Development Framework.....	9
8.	CLIPP BOLD PD Offerings   Central   Semester 1.....	11
9.	CLIPP BOLD PD Offering   Resources.....	12
10.	CLIPP BOLD PD Offerings   Schools.....	14
11.	BOLD Learning & Teaching Practices.....	16
12.	A Summary of the New Website Plan.....	22

# CLIPP School Support Model

## School of Arts

### L&T TECHNOLOGY SUPPORT



**Heath Diwell**

BOLDtech@federation.edu.au  
Ph: (03) 5327 9723



**Brendan Dent**

BOLDtech@federation.edu.au  
Ph: (03) 5327 9430

- Technical assistance (e.g. set-up, settings, use) for our supported learning technologies:

- Moodle
  - Quiz
  - Forums
  - Groups and groupings
  - Banners and links
  - Submission
- Mahara
- Turnitin
- Kaltura (new video platform)
- Camtasia
- Virtual Classroom (Adobe Connect)
- Developing and refining self-support resources via eLearning Hub: [federation.edu.au/ehub](http://federation.edu.au/ehub)

LEARNING &  
TEACHING  
TECHNOLOGY  
SUPPORT

LEARNING  
DESIGNERS

LEARNING  
SKILLS  
ADVISORS

STUDENT  
STUDY  
SUPPORT

LEARNING  
DESIGNERS



**Kellie Macneil**

k.macneil@federation.edu.au  
Ph: (03) 5327 6095



**Von Button**

v.button@federation.edu.au  
Ph: (03) 5327 9846



**Emma Gould**

e.gould@federation.edu.au  
Ph: (03) 5122 6065

- Coordinate embedded team support for project work
- Develop staff knowledge & capability in applying BOLD principles
- Provide advice regarding the analysis & design of course learning structures and sequences
- Offer support for developing resources, activities & assessments aligned to learning outcomes
- Assist staff to design & develop assessment rubrics and marking guides
- Support staff select and implement appropriate learning technologies for engaging student learning
- Work with staff to review their current BOLD teaching practices and problem solve identified issues

### LEARNING SKILLS ADVISOR



**Bronwyn Blaiklock**

b.blaiklock@federation.edu.au  
Ph: (03) 5327 9192



**Leigh Albon**

l.albon@federation.edu.au  
Ph: (03) 5327 9166

- Collaborated development of interactive academic literacy and discipline specific resources within courses, including: referencing, paraphrasing/summarising, academic writing, genre specific information, Mahara/Kaltura workshops, research projects, time management skills, exam preparation and oral presentations.
- Embedded face-to-face sessions delivered during class time / online interactive resources for Moodle shells.
- Individual or group student appointments with LSAs for more intensive/specific support.

### STUDENT STUDY SUPPORT

The Student Academic and Study Support team are integrated to enhance the skills of students at all stages of transition.

Web: [federation.edu.au/sass](http://federation.edu.au/sass)  
Email: [sass@federation.edu.au](mailto:sass@federation.edu.au)  
Phone: (03) 5327 6997

### SPECIALISED CLIPP SUPPORT SERVICES (Assist where required)

1. Digital Production (Graphic design; Video production; Audio production; Photography)
2. Academic Projects (SAGE, WRen etc)
3. Student Academic and Study Support (Learning Skills Advisors, FedReady, Mentoring, PASS, ASK, Studiosity)
4. Learning and Teaching Projects

### CONTACT CLIPP

Ph: (03) 5327 6151  
email: [clipp@federation.edu.au](mailto:clipp@federation.edu.au)  
web: [federation.edu.au/clipp](http://federation.edu.au/clipp)  
web: [federation.edu.au/ehub](http://federation.edu.au/ehub)

# CLIPP School Support Model

## Federation Business School

### L&T TECHNOLOGY SUPPORT



**Cameron Maher**

BOLDtech@federation.edu.au  
Ph: (03) 5327 6264

- Technical assistance (e.g. set-up, settings, use) for our supported learning technologies:
  - Moodle
    - Quiz
    - Forums
    - Groups and groupings
    - Banners and links
    - Submission
  - Mahara
  - Turnitin
  - Kaltura (new video platform)
  - Camtasia
  - Virtual Classroom (Adobe Connect)
- Developing and refining self-support resources via eLearning Hub: [federation.edu.au/ehub](https://federation.edu.au/ehub)

LEARNING &  
TEACHING  
TECHNOLOGY  
SUPPORT

LEARNING  
DESIGNERS

LEARNING  
SKILLS  
ADVISORS

STUDENT  
STUDY  
SUPPORT

LEARNING  
DESIGNER



**Kim Pappaluca**

k.pappaluca@federation.edu.au  
Ph: (03) 5327 6676



**Sara Warren**

s.warren@federation.edu.au  
Ph: (03) 5327 6601

- Coordinate embedded team support for project work
- Develop staff knowledge & capability in applying BOLD principles
- Provide advice regarding the analysis & design of course learning structures and sequences
- Offer support for developing resources, activities & assessments aligned to learning outcomes
- Assist staff to design & develop assessment rubrics and marking guides
- Support staff select and implement appropriate learning technologies for engaging student learning
- Work with staff to review their current BOLD teaching practices and problem solve identified issues

### LEARNING SKILLS ADVISOR



**Martin Davies**

m.davies@federation.edu.au  
Ph: (03) 5122 6165

- Collaborated development of interactive academic literacy and discipline specific resources within courses, including: referencing, paraphrasing/summarising, academic writing, genre specific information, Mahara/Kaltura workshops, research projects, time management skills, exam preparation and oral presentations.
- Embedded face-to-face sessions delivered during class time / online interactive resources for Moodle shells.
- Individual or group student appointments with LSAs for more intensive/specific support.

### STUDENT STUDY SUPPORT



**Talia Dow**

t.dow@federation.edu.au  
Ph: (03) 5327 6875

The Student Academic and Study Support team are integrated to enhance the skills of students at all stages of transition. More info: [federation.edu.au/sass](https://federation.edu.au/sass)

### SPECIALISED CLIPP SUPPORT SERVICES (Assist where required)

1. Digital Production (Graphic design; Video production; Audio production; Photography)
2. Academic Projects (SAGE, WRen etc)
3. Student Academic and Study Support (Learning Skills Advisors, FedReady, Mentoring, PASS, ASK, Studiosity)
4. Learning and Teaching Projects

### CONTACT CLIPP

Ph: (03) 5327 6151  
email: [clipp@federation.edu.au](mailto:clipp@federation.edu.au)  
web: [federation.edu.au/clipp](https://federation.edu.au/clipp)  
web: [federation.edu.au/ehub](https://federation.edu.au/ehub)

# CLIPP School Support Model

## School of Education

### L&T TECHNOLOGY SUPPORT



**Heath Diwell**

BOLDtech@federation.edu.au  
Ph: (03) 5327 9723



**Brendan Dent**

BOLDtech@federation.edu.au  
Ph: (03) 5327 9430

- Technical assistance (e.g. set-up, settings, use) for our supported learning technologies:

- Moodle
  - Quiz
  - Forums
  - Groups and groupings
  - Banners and links
  - Submission
- Mahara
- Turnitin
- Kaltura (new video platform)
- Camtasia
- Virtual Classroom (Adobe Connect)
- Developing and refining self-support resources via eLearning Hub: [federation.edu.au/ehub](http://federation.edu.au/ehub)

LEARNING &  
TEACHING  
TECHNOLOGY  
SUPPORT

LEARNING  
DESIGNERS

LEARNING  
SKILLS  
ADVISORS

STUDENT  
STUDY  
SUPPORT

LEARNING  
DESIGNERS



**Von Button**

v.button@federation.edu.au  
Ph: (03) 5327 9846



**Kellie Macneil**

k.macneil@federation.edu.au  
Ph: (03) 5327 6095



**Emma Gould**

e.gould@federation.edu.au  
Ph: (03) 5122 6065

- Coordinate embedded team support for project work
- Develop staff knowledge & capability in applying BOLD principles
- Provide advice regarding the analysis & design of course learning structures and sequences
- Offer support for developing resources, activities & assessments aligned to learning outcomes
- Assist staff to design & develop assessment rubrics and marking guides
- Support staff select and implement appropriate learning technologies for engaging student learning
- Work with staff to review their current BOLD teaching practices and problem solve identified issues

### LEARNING SKILLS ADVISOR



**Bronwyn Blaiklock**

b.blaiklock@federation.edu.au  
Ph: (03) 5327 9192



**Leigh Albon**

l.albon@federation.edu.au  
Ph: (03) 5327 9166

- Collaborated development of interactive academic literacy and discipline specific resources within courses, including: referencing, paraphrasing/summarising, academic writing, genre specific information, Mahara/Kaltura workshops, research projects, time management skills, exam preparation and oral presentations.
- Embedded face-to-face sessions delivered during class time / online interactive resources for Moodle shells.
- Individual or group student appointments with LSAs for more intensive/specific support.

### STUDENT STUDY SUPPORT

The Student Academic and Study Support team are integrated to enhance the skills of students at all stages of transition.

Web: [federation.edu.au/sass](http://federation.edu.au/sass)  
Email: [sass@federation.edu.au](mailto:sass@federation.edu.au)  
Phone: (03) 5327 6997

### SPECIALISED CLIPP SUPPORT SERVICES (Assist where required)

1. Digital Production (Graphic design; Video production; Audio production; Photography)
2. Academic Projects (SAGE, WRen etc)
3. Student Academic and Study Support (Learning Skills Advisors, FedReady, Mentoring, PASS, ASK, Studiosity)
4. Learning and Teaching Projects

### CONTACT CLIPP

Ph: (03) 5327 6151  
email: [clipp@federation.edu.au](mailto:clipp@federation.edu.au)  
web: [federation.edu.au/clipp](http://federation.edu.au/clipp)  
web: [federation.edu.au/ehub](http://federation.edu.au/ehub)

# CLIPP School Support Model

## School of Health & Life Sciences

### L&T TECHNOLOGY SUPPORT



**Cameron Maher**

BOLDtech@federation.edu.au  
Ph: (03) 5327 6264

- Technical assistance (e.g. set-up, settings, use) for our supported learning technologies:
  - Moodle
    - Quiz
    - Forums
    - Groups and groupings
    - Banners and links
    - Submission
  - Mahara
  - Turnitin
  - Kaltura (new video platform)
  - Camtasia
  - Virtual Classroom (Adobe Connect)
- Developing and refining self-support resources via eLearning Hub: [federation.edu.au/ehub](http://federation.edu.au/ehub)

LEARNING &  
TEACHING  
TECHNOLOGY  
SUPPORT

LEARNING  
DESIGNERS

LEARNING  
SKILLS  
ADVISORS

STUDENT  
STUDY  
SUPPORT

LEARNING  
DESIGNERS



**Jim Carolan**

j.carolan@federation.edu.au  
Ph: (03) 5327 9311



**Karalee Dwyer**

k.dwyer@federation.edu.au  
Ph: (03) 5327 9155

- Coordinate embedded team support for project work
- Develop staff knowledge & capability in applying BOLD principles
- Provide advice regarding the analysis & design of course learning structures and sequences
- Offer support for developing resources, activities & assessments aligned to learning outcomes
- Assist staff to design & develop assessment rubrics and marking guides
- Support staff select and implement appropriate learning technologies for engaging student learning
- Work with staff to review their current BOLD teaching practices and problem solve identified issues

### LEARNING SKILLS ADVISOR



**Lovisa Lindstrand**

l.lindstrand@federation.edu.au  
Ph: (03) 5327 6349

- Collaborated development of interactive academic literacy and discipline specific resources within courses, including: referencing, paraphrasing/summarising, academic writing, genre specific information, Mahara/Kaltura workshops, research projects, time management skills, exam preparation and oral presentations.
- Embedded face-to-face sessions delivered during class time / online interactive resources for Moodle shells.
- Individual or group student appointments with LSAs for more intensive/specific support.

### STUDENT STUDY SUPPORT



**Emma Foster**

e.foster@federation.edu.au  
Ph: (03) 5327 9810

The Student Academic and Study Support team are integrated to enhance the skills of students at all stages of transition. More info: [federation.edu.au/sass](http://federation.edu.au/sass)

### SPECIALISED CLIPP SUPPORT SERVICES (Assist where required)

1. Digital Production (Graphic design; Video production; Audio production; Photography)
2. Academic Projects (SAGE, WRen etc)
3. Student Academic and Study Support (Learning Skills Advisors, FedReady, Mentoring, PASS, ASK, Studiosity)
4. Learning and Teaching Projects

### CONTACT CLIPP

Ph: (03) 5327 6151  
email: [clipp@federation.edu.au](mailto:clipp@federation.edu.au)  
web: [federation.edu.au/clipp](http://federation.edu.au/clipp)  
web: [federation.edu.au/ehub](http://federation.edu.au/ehub)

# CLIPP School Support Model

## School of Nursing & Healthcare Professions

### L&T TECHNOLOGY SUPPORT



**Adam Barbary**

BOLDtech@federation.edu.au  
Ph: (03) 5327 9783



**Brett Shuttleworth**

BOLDtech@federation.edu.au  
Ph: (03) 5327 6869

- Technical assistance (e.g. set-up, settings, use) for our supported learning technologies:
  - Moodle
    - Quiz
    - Forums
    - Groups and groupings
    - Banners and links
    - Submission
  - Mahara
  - Turnitin
  - Kaltura (new video platform)
  - Camtasia
  - Virtual Classroom (Adobe Connect)
- Developing and refining self-support resources via eLearning Hub: [federation.edu.au/ehub](http://federation.edu.au/ehub)

LEARNING &  
TEACHING  
TECHNOLOGY  
SUPPORT

LEARNING  
DESIGNERS

LEARNING  
SKILLS  
ADVISORS

STUDENT  
STUDY  
SUPPORT

LEARNING  
DESIGNERS



**Karalee Dwyer**

k.dwyer@federation.edu.au  
Ph: (03) 5327 9155



**Jim Carolan**

j.carolan@federation.edu.au  
Ph: (03) 5327 9311

- Coordinate embedded team support for project work
- Develop staff knowledge & capability in applying BOLD principles
- Provide advice regarding the analysis & design of course learning structures and sequences
- Offer support for developing resources, activities & assessments aligned to learning outcomes
- Assist staff to design & develop assessment rubrics and marking guides
- Support staff select and implement appropriate learning technologies for engaging student learning
- Work with staff to review their current BOLD teaching practices and problem solve identified issues

### LEARNING SKILLS ADVISOR



**Talia Barrett**

t.barrett@federation.edu.au  
Ph: (03) 5327 9868



**Glenn Sandford**

g.sandford@federation.edu.au  
Ph: (03) 5327 6267

- Collaborated development of interactive academic literacy and discipline specific resources within courses, including: referencing, paraphrasing/summarising, academic writing, genre specific information, Mahara/Kaltura workshops, research projects, time management skills, exam preparation and oral presentations.
- Embedded face-to-face sessions delivered during class time / online interactive resources for Moodle shells.
- Individual or group student appointments with LSAs for more intensive/specific support.

### STUDENT STUDY SUPPORT

The Student Academic and Study Support team are integrated to enhance the skills of students at all stages of transition.

Web: [federation.edu.au/sass](http://federation.edu.au/sass)  
Email: [sass@federation.edu.au](mailto:sass@federation.edu.au)  
Phone: (03) 5327 6997

### SPECIALISED CLIPP SUPPORT SERVICES (Assist where required)

1. Digital Production (Graphic design; Video production; Audio production; Photography)
2. Academic Projects (SAGE, WRn etc)
3. Student Academic and Study Support (Learning Skills Advisors, FedReady, Mentoring, PASS, ASK, Studiosity)
4. Learning and Teaching Projects

### CONTACT CLIPP

Ph: (03) 5327 6151  
email: [clipp@federation.edu.au](mailto:clipp@federation.edu.au)  
web: [federation.edu.au/clipp](http://federation.edu.au/clipp)  
web: [federation.edu.au/ehub](http://federation.edu.au/ehub)



# CLIPP School Support Model

## School of Science, Engineering & Information Technology

### L&T TECHNOLOGY SUPPORT



**Cameron Maher**

BOLDtech@federation.edu.au  
Ph: (03) 5327 6264

- Technical assistance (e.g. set-up, settings, use) for our supported learning technologies:
  - Moodle
    - Quiz
    - Forums
    - Groups and groupings
    - Banners and links
    - Submission
  - Mahara
  - Turnitin
  - Kaltura (new video platform)
  - Camtasia
  - Virtual Classroom (Adobe Connect)
- Developing and refining self-support resources via eLearning Hub: [federation.edu.au/ehub](http://federation.edu.au/ehub)

LEARNING &  
TEACHING  
TECHNOLOGY  
SUPPORT

LEARNING  
DESIGNERS

LEARNING  
SKILLS  
ADVISORS

STUDENT  
STUDY  
SUPPORT

LEARNING  
DESIGNERS



**Sara Warren**

s.warren@federation.edu.au  
Ph: (03) 5327 6601



**Kim Pappaluca**

k.pappaluca@federation.edu.au  
Ph: (03) 5327 6676

- Coordinate embedded team support for project work
- Develop staff knowledge & capability in applying BOLD principles
- Provide advice regarding the analysis & design of course learning structures and sequences
- Offer support for developing resources, activities & assessments aligned to learning outcomes
- Assist staff to design & develop assessment rubrics and marking guides
- Support staff select and implement appropriate learning technologies for engaging student learning
- Work with staff to review their current BOLD teaching practices and problem solve identified issues

### LEARNING SKILLS ADVISOR



**Lovisa Lindstrand**

l.lindstrand@federation.edu.au  
Ph: (03) 5327 6349

- Collaborated development of interactive academic literacy and discipline specific resources within courses, including: referencing, paraphrasing/summarising, academic writing, genre specific information, Mahara/Kaltura workshops, research projects, time management skills, exam preparation and oral presentations.
- Embedded face-to-face sessions delivered during class time / online interactive resources for Moodle shells.
- Individual or group student appointments with LSAs for more intensive/specific support.

### STUDENT STUDY SUPPORT



**Emma Foster**

e.foster@federation.edu.au  
Ph: (03) 5327 9810

The Student Academic and Study Support team are integrated to enhance the skills of students at all stages of transition. More info: [federation.edu.au/sass](http://federation.edu.au/sass)

### SPECIALISED CLIPP SUPPORT SERVICES (Assist where required)

1. Digital Production (Graphic design; Video production; Audio production; Photography)
2. Academic Projects (SAGE, WRen etc)
3. Student Academic and Study Support (Learning Skills Advisors, FedReady, Mentoring, PASS, ASK, Studiosity)
4. Learning and Teaching Projects

### CONTACT CLIPP

Ph: (03) 5327 6151  
email: [clipp@federation.edu.au](mailto:clipp@federation.edu.au)  
web: [federation.edu.au/clipp](http://federation.edu.au/clipp)  
web: [federation.edu.au/ehub](http://federation.edu.au/ehub)





# CLIPP Learning and Teaching Professional Development Framework

## Enhancing learning and teaching practices through professional development...

The Centre for Learning, Innovation and Professional Practice is committed to supporting teaching staff with opportunities to develop, enhance and advance their learning and teaching practices to address the following University Strategic goals:

- Foster accountability, responsibility and empowerment through student-centred learning
- Successfully embed blended and online delivery to meet the needs of students from a wide variety of geographical, cultural and socio-economic backgrounds
- Enhance learner support for online/ external learning to improve student experience, retention and success

The transition from industry practitioner or researcher to higher education teacher is one that requires acquisition of the following:

- knowledge about tertiary learning and teaching pedagogy
- skill development around learning and teaching technologies
- application of knowledge and skill to create, facilitate, monitor and review quality blended, online and digital (BOLD) learning and teaching practices
- aptitude to enable scholarship of learning and teaching practices, career progression and recognition of excellence.

The Centre for Learning, Innovation and Professional Practice (CLIPP) recognises the need to support and enhance all teaching staff with the fundamental and advanced knowledge and skills required to proficiently undertake face-to-face, blended and online teaching within a higher education institution. The image below depicts a model of progression to assist staff navigate the professional development opportunities offered by CLIPP. Teaching staff have an opportunity to identify, in consultation with their line manager, a continuing professional development pathway that accommodates their identified learning needs, in an agreed timeframe, as set by various University policies such as the Academic Probation (Higher Education) Procedure (Policy Code: HR955), the Learning and Teaching and Student Success Plan (2018-2020), and the Performance Review and Development Program (PRDP).



## ACADEMIC INDUCTION PROGRAM (AIP)

The Academic Induction Program is recommended for all teaching staff in their first semester of commencing at FedUni, regardless of previous teaching experience. The purpose of this blended program is to introduce the foundations of face-to-face, blended and online learning and teaching practices and processes at FedUni, network with key campus teaching and professional staff, and access key resources to support ongoing learning and teaching needs. This is achieved through the following:

WORKSHOP	7 hours   Face-to-face   Includes topics such as:	ONLINE	8 hours   Self-paced   Includes topics such as:
• Effective teaching practices		• FedUni learning and teaching frameworks	
• Assessment principles		• FedUni learning and teaching structures	
• Marking and moderation		• Assessment practices	
• Moodle		• Learning and teaching principles	
• Online self-paced professional learning resources		• Student diversity and supports	
• Academic supports – Library		• Enhancing practice through review	
• Ongoing professional support		• Research	
		• Ongoing professional development	

This program provides a foundation to support Faculty specific induction processes and ongoing mentorship programs, in ensuring that all new University teaching staff, including sessional staff, have access to the essential information required to support their teaching roles. To access details of the next workshop and registration please visit our website: [federation.edu.au/clipp-pd](http://federation.edu.au/clipp-pd)

## BOLD PD offerings

CLIPP recognises the need to provide ongoing quality professional development to all teaching staff to ensure quality BOLD learning and teaching practices across eight domains: 1. Learning – Understanding your learners and their needs; 2. Assessment – Creating effective assessment tasks; 3. Design – Designing an inclusive learning journey; 4. Development – Building your online learning space; 5. Facilitation – Engaging face-to-face (f2f), blended and online teaching practices; 6. Feedback – Quality feedback for learning; 7. Monitoring – Monitoring engagement and learning; 8. Evaluation – Reviewing for future enhancements.

RESOURCES	CENTRAL	FACULTY
Self paced   Online   Just in time	Facilitated   Online   Quarterly	Facilitated   Face-to-face, virtual & blended   On request
• Professional learning module	• Short course	• Workshop – F2F or virtual
• Online material	• Webinar	• Workshop – Blended
A suite of resources and professional learning modules that can be accessed at any time.	Download the quarterly schedule that outlines the short courses and webinars offered centrally. Presented by CLIPP and other academic staff, on a range of learning and teaching topics and practices. Includes registration details, and how to access webinar recordings.	Download a 'menu' that outlines a range of face-to-face, blended and virtual workshops that CLIPP can collaboratively deliver. CLIPP can also facilitate additional workshops on any learning and teaching topic, on request. Please contact the Deputy Dean or Faculty Learning Designer to arrange the professional development opportunities needed.

**It is recommended that all teaching staff engage with a minimum of one professional development opportunity within each learning and teaching domain per calendar year (pro-rata basis), or as negotiated with the line manager given individual, course and program learning needs.**

Please note: One-to-one or one-to-many appointments with Learning designers and Learning Skills Advisors (LSAs) for specific course and assessment design needs are available. Please contact your Faculty/CLIPP support team for more information.

To access more information, access and registration details, please visit our website: [federation.edu.au/clipp-pd](http://federation.edu.au/clipp-pd)

## GRADUATE CERTIFICATE IN EDUCATION (TERTIARY EDUCATION) - GCETE

The GCETE is a postgraduate award program that explores the foundations of providing innovative and contemporary learning and teaching practices in the tertiary setting, along with supporting the scholarship of learning and teaching through development of professional practice. Current University policy recommends commencement of this program within two years of commencing employment for those teaching staff without formal education qualifications.

Delivery Mode	Online   facilitated. Four 15 credit point courses. One course per semester
Offered	Intake commences in Semester 1 only. The first three courses are offered as a standard 12 week semester, or extended 24 week semester to accommodate participant workloads.
Time allocation	150 hours of learning per course at AQF level 8
Entry requirements	A Bachelor's degree or equivalent, and be working full-time or part-time in an academic teaching role (including sessional staff), or professional staff working directly within a tertiary learning and teaching capacity (for example, librarians, learning designers, learning skills advisers). Students must be eligible for a Commonwealth supported place
Cost	FedUni staff are exempt from course fees for each semester they are employed with the university

To access the GCETE webpage for further details of the program, eligibility, enrolment and course specifics please visit our website: [federation.edu.au/clipp-pd](http://federation.edu.au/clipp-pd)

# CLIPP Learning and Teaching Professional Development

## BOLD PD OFFERINGS: CENTRAL (April - June 2018)

OVERVIEW	RESOURCES	CENTRAL	FACULTY
Academic Induction Program	Self paced   online	Facilitated   online   quarterly	Facilitated   F2F & blended   on request
BOLD PD Offerings	Online material	Short course (10hr)	Workshop - F2F or virtual (1hr)
Graduate Certificate in Education (Tertiary Education)	Professional learning modules	Webinar (1hr)	Workshop - Blended (2-4hr)

**BOLD short course** – A fully online, facilitated course of approximately 10 hours delivered over a 4 week period (ie: 2.5 hours per week). Offers opportunities for self-paced learning, online discussions and collaboration, and the development of an individual action plan for application to your teaching.

**Webinar** – An online presentation consisting of information sharing and discussion about improving BOLD teaching practices and use of learning technologies. Scheduled for the first Thursday of the month from 11:30am – 12:30pm and third Tuesday of the month from 1:30pm – 2:30pm, these are recorded for viewing at a later date, using Adobe Connect.

APRIL 2018	TYPE	DETAILS
Monday 09 April 2018	Short course	<b>BOLD Short Course 4 – Teaching in a BOLD environment</b> Explore ways to create and maintain a robust and inclusive online learning community. Consider ways in which you can enhance the quality of discussions in your online forums, and enable a collaborative teaching team to maximise the student experience.
Monday 09 April 2018	Short course	<b>BOLD Short Course 5 – Monitoring BOLD engagement</b> Explore ways to monitor what your students are engaging with and when, to determine if the learning journey you designed is achieving the learning outcomes you set out to achieve. Consider strategies to ensure your students are staying on track (or getting back on track) and embedding the supports available to maximise student success.
Monday 09 April 2018	Short course	<b>BOLD Short Course 6 – Reviewing and enhancing BOLD practices</b> Explore ways to incorporate peer review processes to support quality practices for teaching staff in your course, and ensure your student feedback tools are giving you what you need for future enhancements.
MAY 2018	TYPE	DETAILS
Thursday 03 May 2018	Webinar 11:30am	<b>Marking online: What's in it for me?</b> Explore the value for teachers, students and the institution of undertaking marking online. Consider a range of teaching practices to mark efficiently online and provide effective feedback for learning.
Tuesday 15 May 2018	Webinar 1:30pm	<b>Moodle &amp; Turnitin: Technologies to support marking online</b> Explore a range of online tools and features to support efficient marking online and the provision of effective feedback to students.
JUNE 2018	TYPE	DETAILS
Thursday 07 June 2018	Webinar 11:30am	<b>Moodle Reporting: What's in it for me?</b> Explore the value of reviewing and evaluating your online learning resources, environment and student behaviours. Consider how this information can support your ongoing BOLD teaching practices.
Tuesday 19 June 2018	Webinar 1:30pm	<b>Moodle Reports: Tips and Tricks</b> Explore the different Moodle reporting features to assist you in reviewing and evaluating your online learning resources, environment and student behaviours.
Monday 25 June 2018	Short course	<b>BOLD Short Course 1 – Learning in a BOLD environment</b> Explore how to use the online environment to enhance learning and appreciate the diversity of behaviours needs and expectations of online students. Examine the learning opportunities beyond the walls of the classroom.
Monday 25 June 2018	Short course	<b>BOLD Short Course 2 – Assessment in a BOLD environment</b> Explore the principles of assessment and considerations in designing for a BOLD environment. Consider the technologies to enhance student engagement with the tasks, and streamline staff monitoring and feedback processes.
Monday 25 June 2018	Short course	<b>BOLD Short Course 3 – Designing for BOLD learning and teaching</b> Explore how to design your online or blended learning environment for innovative and engaging learning. Consider how to choose the right technologies to enhance and maximise learning.

### BOOK NOW

For full details and/or registration, access the Moodle CLIPP Booking Page.  
Note: individual advertisements will appear each week in Fed news.

### MORE PD & COURSES:

For information on the Resources or Faculty components of the BOLD PD offerings, visit the CLIPP website: [federation.edu.au/clipp-pd](http://federation.edu.au/clipp-pd)

# CLIPP Learning and Teaching Professional Development

## BOLD PD OFFERINGS: RESOURCES

OVERVIEW	RESOURCES	CENTRAL	SCHOOL
Academic Induction Program	Self paced   online	Facilitated   online   quarterly	Facilitated   F2F & blended   on request
BOLD PD Offerings	Online material	Short course (10hr)	Workshop - F2F or virtual (1hr)
Graduate Certificate in Education (Tertiary Education)	Professional learning modules	Webinar (1hr)	Workshop - Blended (2-4hr)

CLIPP recognises the need to provide ongoing quality professional development to all staff to ensure quality BOLD learning and teaching practices across eight domains. Below is a list of self-paced, online resources (Learning and Teaching website) and professional learning modules (self-enrol via Moodle) available for access at any time. These resources enhance and extend CLIPP's Central quarterly offerings and the school workshops delivered on request.

- **Website: Learning and Teaching:** <http://federation.edu.au/staff/learning-and-teaching>
- **Website: Staff eLearning hub:** <http://federation.edu.au/ehub>
- **Moodle: Moodle Ready:** <https://moodle.federation.edu.au/course/view.php?id=23847>
- **Moodle: Resource Ready:** <https://moodle.federation.edu.au/course/view.php?id=25581>
- **Moodle: Professional Learning Module:** <https://moodle.federation.edu.au/course/view.php?id=29898>

RESOURCE TYPE	DETAILS
<b>LEARNING</b>	<b>Understanding your learners and their needs</b>
Website	Teaching Practice   Teaching in the tertiary setting
Website	Teaching Practice   What is effective teaching?   Aligning student and teacher expectations
Website	Teaching Practice   How students learn   Levels of understanding and knowledge
Website	Teaching Practice   How students learn   Learning styles
Website	Teaching Practice   How students learn   Learning environments
Website	Curriculum and course design   Models of course design & delivery   F2F, blended and online delivery
<b>ASSESSMENT</b>	<b>Creating effective assessment</b>
Website	Curriculum and course design   Assessment   Assessment modes and practices
Website	Curriculum and course design   Assessment   Types of assessment
Website	Curriculum and course design   Assessment   Designing assessment
Website	Curriculum and course design   Assessment   Self and peer assessment
Website	Curriculum and course design   Assessment   Group work assessment
Website	Curriculum and course design   Assessment   Feedback and marking
Website	Staff eLearning hub   Moodle (LMS)   How to...   Add an assignment dropbox, Add a Turnitin dropbox, Quiz attempts
Moodle	Moodle Ready   Assignments, Turnitin, Gradebook
Moodle	Professional Learning Module – Introduction to assessment principles (30 min)
Moodle	Professional Learning Module – Importance of effective marking criteria (20 min)
Moodle	Professional Learning Module – Introduction to simple rubrics (20 min)
Moodle	Professional Learning Module – Introduction to simple marking guides (20 min)
<b>DESIGN</b>	<b>Designing an inclusive learning journey</b>
Website	Curriculum and course design   Course & program design   Constructive alignment
Website	Curriculum and course design   Models of course design & delivery   Designing for blended and online delivery
Website	Curriculum and course design   Models of course design & delivery   Flipped classrooms
Website	Curriculum and course design   Models of course design & delivery   Designing for engagement
Website	Curriculum and course design   Models of course design & delivery   Designing for interaction online

RESOURCE TYPE	DETAILS
<b>DESIGN (Continued)</b>	<b>Designing an inclusive learning journey</b>
Website	Curriculum and course design   Models of course design & delivery   Designing for connection
Website	Curriculum and course design   Models of course design & delivery   Supporting students
Website	Curriculum and course design   Models of course design & delivery   Embedding academic literacy
Website	Curriculum and course design   Models of course design & delivery   Internationalisation of Curriculum
Website	Teaching with technology   Technology available at FedUni
Moodle	Moodle Ready   Resources, Activities, Groups
<b>DEVELOPMENT</b>	<b>Building your online learning space</b>
Website	Teaching Practice   What is effective teaching?   Creating a teaching and learning space
Website	Staff eLearning hub   Moodle (LMS)   How to...   Course settings, Import content, Layout your course in Moodle, Make course available, Turn editing on, editing course topics/weeks, Blocks, Using activity stealth mode
Website	Staff eLearning hub   Moodle (LMS)   How to...   Add files, Add a weblink, Embed a video, Add a label, Manage Library eReadings links
Website	Staff eLearning hub   Moodle (LMS)   How to...   Book, Add a forum, Create a webpage
Website	Staff eLearning hub   Virtual classroom (Adobe Connect),
Website	Staff eLearning hub   Preventing plagiarism (Turnitin)
Website	Staff eLearning hub   eportfolio's (Mahara)
Website	Staff eLearning hub   Video platform (Kaltura)
Website	Staff eLearning hub   Screen casting (Kaltura)
Moodle	Moodle Ready   Personal settings, Fundamentals, Resources, Activities, Groups, Administration
<b>FACILITATION</b>	<b>Engaging f2f and online teaching practices</b>
Website	Teaching Practice   What is effective teaching?   Key principles of effective teaching
Website	Teaching Practice   What is effective teaching?   Interactive classroom teaching
Website	Teaching Practice   What is effective teaching?   Being an effective teacher online
Website	Teaching Practice   Learning and teaching strategies
Website	Staff eLearning hub   Adobe Connect, Turning Point
<b>FEEDBACK</b>	<b>Quality feedback for learning</b>
Website	Staff eLearning hub   Moodle (LMS)   How to...   Add a choice/poll
Moodle	Moodle Ready   Activities – Quiz
Moodle	Professional Learning Module – Giving valuable feedback (40 min)
<b>MONITORING</b>	<b>Monitoring engagement</b>
Website	Staff eLearning hub   Moodle (LMS)   How to...   Reports, Course completion bar
Website	Staff eLearning hub   Moodle (LMS)   How to...   Assignment extension, Accessing assignment submissions, feedback and marking, Assignment due date overrides, Assignment workflows, Using PDF annotate for marking
Moodle	Moodle Ready   Reports
Moodle	Resource Ready   fdlGrades
Moodle	Professional Learning Module – Improving practice through a peer lens (45 min)
<b>EVALUATION</b>	<b>Reviewing for future enhancements</b>
Website	Teaching Practice   Improving practice through review   Practice lens: Communities of practice
Website	Teaching Practice   Improving practice through review   Self lens: Review through reflective practice
Website	Teaching Practice   Improving practice through review   Peer lens: Review through peer review
Website	Teaching Practice   Improving practice through review   Student lens: Review through student feedback

#### BOLD PD OFFERINGS: Central

Our BOLD Short Courses and Webinars are included in this suite. Visit our website for more information: [federation.edu.au/clipp-pd](http://federation.edu.au/clipp-pd)

#### BOLD PD OFFERINGS: School

A range of face-to-face, blended and virtual workshops. Mix & match from the menu. Download it here: [federation.edu.au/clipp-pd](http://federation.edu.au/clipp-pd)



# CLIPP

LEARNING & TEACHING  
PROFESSIONAL  
DEVELOPMENT

BOLD PD OFFERINGS: SCHOOL

## SCHOOL WORKSHOPS

MIX AND MATCH MENU

(TURN OVER FOR WORKSHOP SESSIONS)



GET A GROUP TOGETHER AND CONTACT  
YOUR SCHOOL'S CLIPP LEARNING DESIGNER  
TO ORGANISE A WORKSHOP TODAY!

### OVERVIEW

Academic Induction Program

BOLD PD Offerings

Graduate Certificate in Education (Tertiary Education)

### RESOURCES

Self paced | online

Online material  
Professional learning modules

### CENTRAL

Facilitated | online | quarterly

Short course (10hr)  
Webinar (1hr)

### SCHOOL

Facilitated | F2F & blended | on request

Workshop - F2F or virtual (1hr)  
Workshop - Blended (2-4hr)



# CLIPP PROFESSIONAL DEVELOPMENT

CLIPP recognises the need to provide ongoing quality professional development to all teaching staff to ensure quality BOLD learning and teaching practices across eight domains.

The following is a 'menu' that outlines a range of face-to-face, blended and virtual 1hr workshops that CLIPP can deliver and tailor to your specific school/program learning needs. CLIPP can also facilitate additional 'off-menu' workshops on any learning and teaching topic to address your teaching teams learning needs. **Please contact your School's CLIPP Learning Designer** to explore the potential learning outcomes for each workshop and arrange the professional development needs for your staff. Complimenting these **School** specific workshops are the **Central** webinars and short courses facilitated by CLIPP each quarter, and the just-in-time, self-paced, **online resources**.

To see what is available, visit: <http://federation.edu.au/clipp-pd>

## \* ESSENTIALS

### Pre-semester

Fed Uni L&T Technologies: Updates for current staff

Moodle Master Shells & CYOM: What are the benefits for me?

Moodle: Editing your course shell

BOLD L&T practices: What are they and how to use them?

## 1. LEARNING

### Pre-semester

Moodle: Strategies for supporting and guiding student learning

## DID YOU KNOW?



CLIPP have a Student Academic and Study support team dedicated to provided support and embedded resources to enhance student academic success.

For more information: [federation.edu.au/sass](http://federation.edu.au/sass)

## 2. ASSESSMENT

### Pre-semester

Online assignment rubrics and marking guides

Moodle: Creating assignments

Turnitin: Creating assignments

Kaltura: Creating video assessments

Moodle Quizzes: creating assessments

Designing effective assessment tasks (Blended | tailored to suit your needs: 2 - 4hr)

Creating effective marking criteria (Blended | tailored to suit your needs: 2 - 3hr)

### During semester

Moodle: Grading assignments and giving feedback

Moodle: Using assignment workflows to streamline marking

Turnitin: Grading assignments and giving feedback

Kaltura: Grading video assessments and giving feedback

Moodle Quizzes: Managing assessments

FEDERATION.EDU.AU/EHUB

## 3. DESIGN

### Pre-semester

Design Ready (Blended | tailored to suit your needs: 3hr)

## 4. DEVELOPMENT

### Pre-semester

Moodle: Conditionally releasing activities and resources to help scaffold student learning

Mahara: Creating and managing eportfolios

Kaltura: Creating and managing audio/video

Moodle Quizzes: Creating self-tests

### During semester

Moodle Quizzes: Managing self-tests

## 5. FACILITATION

### Pre-semester

Strategies to develop your presence and engage with students online

Adobe Connect: Preparing for virtual classes and office hours

Moodle Groups: Managing students across campuses and study modes

### During semester


Moodle Forums: Strategies to engage students in online discussions

Moodle Groups: Interacting with my group(s) of students

Introduction to peer review and enhancement (Blended | tailored to suit your needs: 3hr)

**\$ COST? FREE!**

## DID YOU KNOW?



CLIPP's Learning and Teaching Technology support team support Fed Uni's learning technologies and can provide you with training and advise on choosing the right tool for the job. They can also trouble-shoot and resolve problems. Contact them: [boldtech@federation.edu.au](mailto:boldtech@federation.edu.au)

## 6. FEEDBACK

### Pre-semester

Strategies for providing instructions, support and feedback online

## 7. MONITORING

### Pre-semester

Moodle: Preparing to monitor student engagement and gather feedback

### During semester

Giving valuable feedback (Blended | tailored to suit your needs: 2hr)

## 8. EVALUATION

### Pre-semester

Moodle Grades: Setting up to mark online

### During semester

Moodle Grades: Managing marks online and exporting to fdlGrades

## DID YOU KNOW?



CLIPP have a support team dedicated to video/audio production and graphic design. Visit: [federation.edu.au/digitalproduction](http://federation.edu.au/digitalproduction)

Centre for Learning Innovation and Professional Practice (CLIPP)  
Federation University

# BOLD Learning and Teaching Practices

## DELIVERY / STUDY MODES

### ON CAMPUS (BLENDED)

Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.

### OFF CAMPUS (FLEXIBLE, BLOCK)

Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.

### WHOLLY ONLINE

Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.

# 01 | Course information & learner support

## BOLD LEARNING AND TEACHING PRACTICES

DELIVERY / STUDY MODE DESCRIPTION			KEY
<b>ON CAMPUS (BLENDED)</b> Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.	<b>OFF CAMPUS (FLEXIBLE, BLOCK)</b> Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.	<b>WHOLLY ONLINE</b> Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.	✓ = Strongly recommended ○ = Optional N/A = Not applicable

DESCRIPTION	DELIVERY / STUDY MODES			CRITERIA MET?	
	On Campus (Blended)	Off Campus (Flexible, Block)	Wholly Online	Yes	No
Good organisation and presentation of course information and learner support resources helps orient students to the delivery/study mode and their course of study, and helps achieve a consistent student experience across Moodle course sites. Teachers also benefit as they are familiar with the location of items and can update them quickly and efficiently.					

CRITERIA						
		On Campus (Blended)	Off Campus (Flexible, Block)	Wholly Online	Yes	No
1.1	Moodle site uses appropriate template.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Moodle site is logically organised and navigation facilitates ease of use.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Moodle site include the current Course Description titled (i.e. BUMGT5921_SEM12018_coursedescription.pdf), downloaded from <a href="#">fdlGrades</a>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.4	An orientation to the course, including where to start is clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.5	Link(s) to the following websites are included:					
1.5.1	- Faculty/School website.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.5.2	- Institutional/Course policies.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Links(s) to the following learning support resources are included:					
1.6.1	- <a href="#">Institutional student support services</a>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.6.2	- <a href="#">Minimum information technology requirements for studying online</a>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
1.6.3	- <a href="#">Obtain information technology help</a>	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

### Need assistance?

Contact your School's CLIPP Learning Designer for clarification or assistance with any of the above.

## 02 | Teacher presence & communication, facilitation and interaction

### BOLD LEARNING AND TEACHING PRACTICES

DELIVERY / STUDY MODE DESCRIPTION			KEY
<b>ON CAMPUS (BLENDED)</b> Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.	<b>OFF CAMPUS (FLEXIBLE, BLOCK)</b> Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.	<b>WHOLLY ONLINE</b> Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.	✓ = Strongly recommended ○ = Optional N/A = Not applicable

DESCRIPTION	DELIVERY / STUDY MODES			CRITERIA MET?		
	On Campus (Blended)	Off Campus (Flexible, Block)	Wholly Online	Yes	No	
While the level will vary depending on the delivery/study mode, teachers should establish an online presence and outline how they will, and students are expected to communicate in a Moodle course. Students need to know where in the course to ask questions and when they can expect a response. By frequently and actively participating in the online learning community teachers facilitate ongoing interactions and connectedness, which is critical to student retention and success.						
CRITERIA						
2.1	Contact details & availability of all course teaching team members are clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.2	A course welcome/introduction is provided.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.3	Expected learner query response times are clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.4	Online communication etiquette (netiquette) expectations are clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.5	The strategy for using News Forum/Announcement (one way) posts is clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.6	New Forum/Announcement (one way) posts are made in accordance with the stated strategy.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.7	Learners are provided with opportunities for collaboration and interactivity (i.e. peer-peer, learner-teacher and teacher-learner).	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.7.1	- Asynchronous communication, requiring teacher and learner interaction (i.e. General (Topic/Module) and Q&A forum discussions).	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
2.7.2	- Synchronous communication, requiring teacher and learner interaction (i.e. Adobe Connect virtual classes and/or office hours).	○	○	✓	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

#### Need assistance?

Contact your School's CLIPP Learning Designer for clarification or assistance with any of the above.

## 03 | Learning activities

### BOLD LEARNING AND TEACHING PRACTICES

DELIVERY / STUDY MODE DESCRIPTION			KEY
<b>ON CAMPUS (BLENDED)</b> Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.	<b>OFF CAMPUS (FLEXIBLE, BLOCK)</b> Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.	<b>WHOLLY ONLINE</b> Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.	✓ = Strongly recommended  ○ = Optional  N/A = Not applicable

DESCRIPTION	DELIVERY / STUDY MODES			CRITERIA MET?		
	On Campus (Blended)	Off Campus (Flexible, Block)	Wholly Online	Yes	No	
Different types of learning activities that help students engage with learning resources and collaborate and interact with their peers and the teacher are crucial for active and dynamic learning. Individual activities help students acquire and consolidate their knowledge and assess and reflect on their learning. Group activities provide opportunities to ask and answer questions, workshop ideas and be exposed to others' perspectives. A range of activities that assists student comprehension and the development of critical thinking and analysis skills is key to a successful online student experience.						
CRITERIA						
3.1	Learning activities clearly align with the course learning outcomes/standards.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
3.2	The distinction between learning activities taking place in-class and online is clearly stated.	✓	✓	N/A	<input type="checkbox"/>	<input type="checkbox"/>
3.3	The distinction between required and optional online learning activities is clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
3.4	Learning activities promote learner collaboration and interactivity (i.e. peer-peer, learner-teacher, teacher-learner and learner-content).	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
3.5	Instructions for learner collaboration and interaction to complete learning activities is clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
3.6	Learners are provided with opportunities to learn collaboratively and/or independently.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
3.7	The time required to complete each section (Topic/Module) is clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
3.8	Learners are provided with opportunities to consolidate (digest, reflect, review) their learning at the end of each Topic/Module and the course.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>

#### COMMENTS

#### Need assistance?

Contact your School's CLIPP Learning Designer for clarification or assistance with any of the above.

DELIVERY / STUDY MODE DESCRIPTION			KEY
<p><b>ON CAMPUS (BLENDED)</b></p> <p>Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.</p>	<p><b>OFF CAMPUS (FLEXIBLE, BLOCK)</b></p> <p>Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.</p>	<p><b>WHOLLY ONLINE</b></p> <p>Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.</p>	<p>✓ = Strongly recommended</p> <p>○ = Optional</p> <p>N/A = Not applicable</p>

DESCRIPTION	DELIVERY / STUDY MODES			CRITERIA MET?		
	On Campus (Blended)	Off Campus (Flexible, Block)	Wholly Online	Yes	No	
Selecting a diverse range of high quality learning resources and carefully planning how they are organised and presented will motivate students by maximising their opportunities to engage in ways appropriate to their learning preferences. Learning resources should support knowledge building activities, be informed by learning outcomes and focused on enabling students to achieve them. Learning resources should also be monitored for currency and relevance, for compliance with copyright legislation and license agreements, and for their accessibility by all students.						
CRITERIA						
4.1	Learning resources are aligned to course learning outcomes/standards.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.2	The distinction between required and optional learning resources is clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Learning resources are suited to the appropriate delivery mode.	N/A	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.4	Teacher generated videos are uploaded to or created and stored in Kaltura and linked to via Moodle.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.5	Library and open educational resources are used appropriately.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.6	Learning resources are logically structured and sequenced.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.7	Learning resources cater for a range of learner abilities.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.8	Learning resources comply with copyright and accessibility legislation.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
4.9	Learning materials are updated to ensure currency and relevance.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

### Need assistance?

Contact your School's CLIPP Learning Designer for clarification or assistance with any of the above.



# 05 | Student progress, assessment and feedback

## BOLD LEARNING AND TEACHING PRACTICES

DELIVERY / STUDY MODE DESCRIPTION			KEY
<p><b>ON CAMPUS (BLENDED)</b></p> <p>Delivery of teaching and learning activities occurs predominantly on campus. Face-to-face delivery is complemented by online communication, learning activities, resources and assessments.</p>	<p><b>OFF CAMPUS (FLEXIBLE, BLOCK)</b></p> <p>Delivery of teaching and learning activities including communication, learning activities, resources and assessments occurs predominantly online. This is integrated with flexible (e.g. evening, weekend classes) or block mode teaching/training, delivered on campus or at a workplace.</p>	<p><b>WHOLLY ONLINE</b></p> <p>Delivery of all teaching and learning activities including communication, learning activities, resources and assessments occurs online.</p>	<p>✓ = Strongly recommended</p> <p>○ = Optional</p> <p>N/A = Not applicable</p>

DESCRIPTION	DELIVERY / STUDY MODES			CRITERIA MET?		
	On Campus (Blended)	Off Campus (Flexible, Block)	Wholly Online	Yes	No	
Assessments should be aligned to learning outcomes and designed to enable students to demonstrate they have met them. Formative assessments (i.e. self-tests and self-paced lessons) allow students to work at their own pace, reviewing concepts, consolidating their learning and receiving feedback about their progress. They may be worth zero marks or contain a summative element e.g. 'completion of all online quizzes comprises 5% of your total mark for this course'. Summative assessments are therefore a tool for measuring what students have learned.						
CRITERIA						
5.1	Assessments clearly align with the course learning outcomes/standards.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Assessments comply with Federation University <a href="#">Assessment Policies and Procedures</a> .	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.3	Learner progress is monitored.	N/A	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.4	Learners can monitor their own progress online.	○	○	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.5	Learners are provided with formative feedback regarding their progress.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.6	Assessments are sequenced, varied and allow learners to demonstrate learning.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.7	Marking criteria are provided online for each assessment (e.g. rubric, marking guide, criteria).	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.8	Instructions for completing and submitting assessments are clearly stated.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.9	All written assessments are submitted online, except invigilated exams.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.10	Grades and feedback are made available to all learners online.	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>
5.11	The Grades tool has been appropriately configured.	○	○	○	<input type="checkbox"/>	<input type="checkbox"/>
5.12	The Grades tool is used for recording assessments.	○	○	○	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS

### Need assistance?

Contact your School's CLIPP Learning Designer for clarification or assistance with any of the above.

**Learning and Teaching Landing Page (Drop down Menu Structure)****Teaching Practice**

Learning - Understanding your learners	Facilitation - Engaging face-to-face and online teaching
Assessment - Creating effective assessment	Feedback - Quality feedback for learning
Design - Designing inclusive learning activities	Monitoring - Monitoring engagement and learning
Development - Creating your online learning space	Evaluation - Reviewing for future enhancements

**Learning and teaching technology support**

Learning Management System (Moodle)	Tips for designing effective video
E-Portfolios (Mahara)	Audio recording (Audacity)
Creating surveys (Lime Survey)	Audience response tool (TurningPoint)
Avoiding plagiarism (Turnitin)	Video development support
Virtual classrooms (Adobe Connect)	Moodle ready
Video publication and streaming (Kaltura)	Resource ready
e-Readings	Moodle templates, tools and guidelines

**Professional development****Teaching standards and Professional Development (Overview)**

BOLD PD offerings - Central	Academic Induction Program (AIP)
BOLD PD offerings - School	Graduate Certificate of Education (Tertiary Education)
BOLD PD offerings - Resources	External PD offerings

**Course and Curriculum Quality****Overview**

Institutional Standards and Frameworks	Learning Management System (Moodle)
Tertiary Sector Standards & Frameworks	Work integrated Learning (WIL)
	Internationalisation of Curriculum (IOC)

**Student Study and Academic Support (SASS) (Complete - Review)****Student academic and study support (Overview)**

FedReady Program	Learning Skills Advisors
Academic Skills & Knowledge Service (ASK)	Embedding academic learning resources
Peer Assisted Study Session (PASS Program)	The Writing Space
Mentor Program	Academic Integrity Module (AIM) (TBC)
Online Student Tutoring (Studiosity)	

**Digital Production Support (COMPLETE)**

Video development support	Graphic design support
Tips for designing video	Photography support
Audio production support	

**Awards, Scholarship, Events and Projects**

Awards	Projects
Research	Grants
Events	

**Centre for Learning Innovation and Professional Practice (CLIPP)****Centre for Learning Innovation and Professional Practice (CLIPP)**

CLIPP Support Frameworks and Support Models	CLIPP Staff details
Contact CLIPP	