TLC 19 ANZ
SYDNEY
AUGUST 20-22 2019

TUESDAY 20 AUGUST

Start	Finish	
09:00	17:30	DEVCON
10:30	17:00	Academic Adoption Workshop Digital Teaching & Learning Certification
17:30	19:00	Welcome Reception

WEDNESDAY 21 AUGUST

Start	Finish	
8:30	9:00	Registration
9:00	9:05	Welcome to Country
9:05	9:15	Welcome to TLCANZ19, Chris Eske - Regional Vice President, Australia & New Zealand.
9:15	10:15	**TLCANZ19 Opening Session and Blackboard Corporate Keynote** Lee Blakemore, Kathy Vieira & Phill Miller
10:15	10:45	Morning Tea
10:45	11:30	**Curtin University** Jill Downie, Deputy Vice-Chancellor (Academic) *The Era of Intelligence*
11:30	12:30	**Blackboard's Vision - Delivering a Simpler, More Powerful Teaching and Learning Experience** Jim Chalex, Wade Weichel, Anneke Bates, Rachel Scherer, Brent Mundy
12:30	13:30	Lunch

*Subject to change

12:45	13:30	User Group Meetings - Learn & OpenLMS	

13:30	14:00	Stream 1:	**TAFE SA** Melanie Worrall *Just in time vs just-in case materials*
		Stream 2:	**Deakin University** Fiona Anderson *Peer-to-peer interaction in the cloud*
		Stream 3:	**Western Sydney University** Nikki Meller *The Job Readiness initiative: A supportive approach to enhance nursing students' new graduate employability through a self-directed technology rich learning environment*
		Stream 4:	**Charles Darwin Univerity** Holly Burgoyne & Harriet Farncombe *You gotta roll with it - our continuous delivery oasis*
14:05	14:35	Stream 1:	**University of New South Wales** Vicki Tan, Jackie Su & Jason Soehendra *A different facet of learning and teaching – students as partners (SaP)*
		Stream 2:	**Torrens University** Selene Martinez & Eoghan Hogan *Finding our way: Micro-credentialing at Torrens University Australia*
		Stream 3:	**Auckland University of Technology** Mark Northover & Nawal Chanane *Our grades journey - there & back again*
		Stream 4:	**Kaltura Sponsor Session** Grant Beevers *Has video in education reached its tipping point?*
14:40	15:10	Stream 1:	**eWorks** Nicola Townsend & Beth Keating *Learning design toolkit*
		Stream 2:	**Western Sydney University** Roger Dawkins & Rachel Bentley *Lessons from the production and implementation of VBL in a blended higher education course*
		Stream 3:	**James Cook University** Shashindha Venkatesh *Technology Enhanced Cognitive Scaffolding (TECS) Innovative Teaching using Blackboard*
		Stream 4:	**Blackboard** Caroline Steel *Setting students up for success with transparent assessment practices*

15:10	15:40	Afternoon tea	
15:40	16:40	Stream 1:	**Workshop: Insights, Communication & Support – A holistic approach to EdTech Adoption with EesySoft** Toshiro Polak - EesySoft
		Stream 2:	**Workshop: Curriculum Management: taking a proactive approach to governance and student success** Anne Stockdale - Akari & Mark Bailye - Blackboard
		Stream 3:	**Becoming a Product Manager: Learn Ultra - On-Site Research and Feedback** Wade Fields - Blackboard
		Stream 4:	**Personalised Learning as a Pathway to Inclusion: Insights and Product Developments on the Ally Tour** John Scott - Blackboard

16:45	17:15	Stream 1:	**Monash College** Emily Takayama *Transforming Students' Lives with Kaltura*
		Stream 2:	**University of Notre Dame** Alison Casey & Inna Geoghegan *After you've led an academic to TEL...*
		Stream 3:	**Charles Darwin University** Bill Searle & Holly Burgoyne *'Rocking' the base, a base navigation story*
		Stream 4:	**Watermark Insights Sponsor Session** Kevin Hoffman & Danny Collins *Boost Response Rates & Better Connect Your Student Survey Processes with an All-in-One Course/Unit Evaluation & Survey Solution*
17:20	17:50	Stream 1:	**Blackboard** Richard Stals *VR, AR, and Mixed Reality – how Technology is changing Learning & Teaching*
		Stream 2:	**Southern Institute of Technology** Emma Page *Enhancing distance learning in Ultra*
18:30	21:30	Conference Social	

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THURSDAY 22 AUGUST

Start	Finish	
08:30	09:00	Registration
09:00	09:10	Welcome
09:10	09:55	**International Guest Speaker** Marc Booker - University of Phoenix, Associate Provost *Evolving curriculum design and course delivery leveraging ultra – an agile approach*
09:55	10:40	**Motivational Keynote** Dr. Jenine Beekhuyzen *Founder & CEO of the Tech Girls Movement and Creator of the Tech Girls are Superheroes Campaign*
10:40	11:10	**AWS Keynote** Zoe Pelbart, AWS Account Executive *Partnering with AWS: innovation beyond just Cloud Services*
11:10	11:30	Morning Tea

11:30	12:00	**Stream 1:** **Monash College** Dr. Kulari Lokuge & Amit Vij *Driving learner success using learning analytics* **Stream 2:** **Auckland University of Technology, Charles Darwin University, James Cook University & Curtin University** *Panel: Ultra responsive design - triumph or tragedy?* **Stream 3:** **Charles Darwin University** Dr. Kashimira Dave & Nijel Ratonel *Evaluating interactive contents: tpack model* **Stream 4:** **Blackboard** Nicole Wall *Extending Your VLE to Reach Beyond Registered Students: Course Catalogue and Registration Tool*
12:05	13:05	**Stream 1:** **Workshop: Analytics Design** Rachel Scherer - Blackboard **Stream 2:** **Workshop: Why Ultra? Convince me why I should move to Ultra** Mark Bailye & Brent Mundy - Blackboard **Stream 3:** **Workshop: Catalysing a Culture Shift for Faculty: Inclusive Design Workshop with Ally** John Scott - Blackboard **Stream 4:** **Collaborate Roadmap** Anneke Bates - Blackboard
13:05	14:00	**Lunch**
13:15	14:00	User Group Meetings – Analytics and Learn SaaS **Blackboard** Anneke Bates Collaborate: Moving to Collaborate Ultra
14:00	14:30	**Stream 1:** **Blackboard** Rachel Scherer *Analytics Roadmap* **Stream 2:** **University Of Phoenix** Marc Booker *Ask the expert session* **Stream 3:** **Auckland University of Technology** Lisa Ransom *CMALT and cMOOC - a community of educators and their learning technologies* **Stream 4:** **Turnitin** Anna Borek *Contract cheating: what you need to know*
14:35	15:30	**Executive Listening Session** Kathy Vieira, Phill Miller, Brent Mundy, Nicole Wall & Chris Eske
15:30	16:00	Awards & thank you's
16:00	16:30	**Wrap Up Drinks - Sponsored by AWS**

Abstracts

Motivational Keynote

Dr. Jenine Beekhuyzen

Get inspired by Dr. Jenine Beekhuyzen, Founder & CEO of the Tech Girls Movement and Creator of the Tech Girls are Superheroes Campaign. Jenine is a futurist who believes existing structures in the technology industry must change in order to serve tomorrow's digital landscape, and that our children's future job prospects depend on it.

Evolving curriculum design and course delivery leveraging ultra – an agile approach

Marc Booker - University of Phoenix, Associate Provost

University of Phoenix recently completed the transition from a home-grown LMS to the Blackboard Ultra platform giving the institution the opportunity to advance curriculum design and enhance course delivery on a continuous basis for over 80,000 students. Because of the University's accelerated learning model, University of Phoenix is situated in a unique position where it can iterate on course design quickly based on student and faculty feedback and course data.

In this presentation, Marc Booker will share the evolution of course design using Ultra within University of Phoenix as well as how the institution embraced an agile process to identify and expedite curriculum development opportunities and operational advancements. At a macro-level Marc will also highlight the foundations of a healthy partnership leading to a virtuous cycle of product iteration while underscoring the core principles on change management that helped promulgate the University's transition to Ultra from the beginning.

After you've led an academic to TEL…

Alison Casey & Inna Geoghegan - University of Notre Dame

Academics are under pressure. Under pressure to demonstrably improve their teaching practice to comply with the new standards that are coming to the higher education industry. Under pressure to improve their digital literacies to keep up with new communication methods in their fields of research, to take advantage of new data collection and analysis methods, to deal with online administration systems. At the intersection of these forces is Technology Enhanced Learning (TEL). It seems obvious that academics should be rushing to learn as much as they can about TEL to give them an enormous boost in their practice. All the evidence says that they are not. In this presentation we will address what we hear is holding academics back from learning to use TEL and what we are trialling at the University of Notre Dame to help them, drawing from change management theory and with parallels to online education techniques for students.

Peer-to-Peer Interaction in the Cloud

Fiona Anderson - Deakin University

Deakin's CloudPASS program was created in 2015 to provide academic peer support to Cloud Campus students and has since then not only enhanced students' learning and academic achievement but also helped them to develop a sense of connectedness and wellbeing. Peer Assisted Study Sessions (PASS) had in fact been operating at Deakin University since 2010 but the growth of the online Cloud Campus necessitated the development of CloudPASS to more specifically address the needs of the Cloud students and of students who chose to study online units. CloudPASS creates the space for on- campus and online students to interact in a collaborative learning environment and offers a virtual meeting point for diverse cohorts and a multitude of needs.

Following the initial pilot which suggested that there were improved academic and social outcomes for students attending the program and because of a strengthening of the university's agenda to provide premium learning experiences to both cloud and located learning spaces, CloudPASS was expanded. Now, in 2019 CloudPASS supports thirty undergraduate units and utilises Blackboard Collaborate Ultra. Blackboard Collaborate Ultra has enabled the program to further develop and consolidate a substantial and powerful online learning environment that supports collaborative and engaging study sessions. These sessions use various interactive whiteboard and chat tools, enabling students to communicate and learn from each other. They also help improve the digital literacy skills of PASS leaders.

Supplementing the live Blackboard Collaborate Ultra sessions with the use of Facebook has furthermore not only created a continuous learning journey for students but also provided more opportunities for them to connect with their peers and with their studies. PASS leaders can keep the content discussions active within the asynchronous Facebook group and between each live Blackboard Ultra sessions. A substantial bank of resources for online activities caters for a variety of learning styles, and has been developed using the interactive Blackboard tools, further enhancing the program's strategy to boost communication between students and faculties and to nurture relationships.

CMALT and cMOOC - a community of educators and their learning technologies

Lisa Ransom - Auckland University of Technology

CMALT is a peer-reviewed accreditation based upon the UKPSF (UK Professional Standards Framework) to enable staff (whether academic or administrative) who embed learning technologies in either their teaching or support roles, to showcase their experiences and gain recognition. This programme has been developed by ALT and is co-delivered online, by ASCILITE.

Building upon the experiences of supporting a geographically distributed project involving six institutions nationally across New Zealand during 2014-2015, we (AUT) have developed a support structure for building communities around CMALT accreditation using a cMOOC model. The cMOOC framework enables us to bridge and broker authentic participation within an international community of academics and learning technologists interested in exploring CMALT accreditation, and we have had participation from the UK, Japan, Canada, Australia, and NZ. The CMALT cMOOC was developed in 2017 by the Centre for Learning and Teaching, at Auckland University of Technology, and endorsed by ALT and ASCILITE in 2019.

This presentation will highlight the ecology of resources that are used to support the community and hear from current participants of the programme.

Has video in education reached its tipping point?

Grant Beevers - Kaltura

The conference theme for this year's THETA conference, held in May at Wollongong University was "The Tipping Point".

Respected author and journalist, Malcolm Gladwell, described a tipping point as the phenomenon when something new suddenly becomes ubiquitous. "The Tipping Point is the moment of critical mass, the threshold, the boiling point," says Gladwell; it's when a new idea, product, technology or other trend is pushed over the edge from popular to pervasive.

What we are seeing with many of the universities we are working with is that video has pervaded not just through teaching and learning within our institutions, but across the institution into areas such as admissions, marketing, library, research, student life and administration.

In this presentation, Grant Beevers, Senior Digital Learning Specialist for Kaltura in the APAC region will explore some case studies of institutions where the use and management of video has pervaded many parts of the organisation, and will discuss how did we get to that tipping point, and what will the world of academic video look like on the other side of it?

The Job Readiness initiative: A supportive approach to enhance nursing students' new graduate employability through a self-directed technology rich learning environment

Nikki Meller - Western Sydney University

Higher education facilities are under pressure to help nursing students comprehend and prioritise the concept of employability, as an approach encompassing more than clinical skills and experience, and distinct from academic performance. Providing resources with specific job readiness and self-directed employability assistance can potentially encourage and define a structured transition to professional practice experience. The creation and continuing management of the Job Readiness initiative specifically for undergraduate nursing students has not only positively influenced student experience, but it has also enhanced student learning and teaching through the final year of their undergraduate degree. The Job Readiness vUWS site was created and has been maintained as a technology rich learning environment for students to access in preparation for new graduate employment, which is one part of the securing employment success initiative that is Job Readiness.

Partnering with AWS: innovation beyond just Cloud Services

Zoe Pelbart, AWS Account Executive

AWS is committed to helping customers realise the benefits of a Partnership involving more than just cloud services. Join this session to learn more about Amazon's broad enablement across education, including reducing the skill gap with the AWS Educate & Academy programs, enhancing the student experience with voice technologies like Alexa and predictive analytics to ensuring all students have a tailored, supportive educational journey.

Driving Learner Success using Learning Analytics

Dr. Kulari Lokuge & Amit Vij - Monash College

With a mission to transform students' lives, learning analytics is driving us forward.

The session to be presented will highlight our institution's journey so far with Learning Analytics, including tactics employed to better support staff and students achieve greater learning outcomes.

Now viewed as one of the key enablers across the institution to reduce achievement gaps and improve student engagement, learning analytics dashboards are creating change. Presented in an easily accessible format, data collected from multiple sources including the institute's Learning Management System, Moodle and Student Information System has provided teaching staff with the necessary evidence and tools to act quickly and improve students' learning.

The presentation will also share the current development model that is used by the institute; an adaptation of innovative product development using Kano's model (Huang, 2017; Gangurde and Patil, 2018) and Agile development process. This model has enabled our organisation to co-develop functional dashboards with our stakeholders as partners in the journey. Combined with the ADKAR change model (Hiatt, 2014), multiple parties such as teachers, course leaders and support staff have participated in the collaboration, resulting in greater change success.

Our Grades Journey - There & Back Again

Mark Northover & Nawal Chanane - Auckland Univerity of Technology

(with apologies to J. R. R. Tolkien)

"I believe it is poor time management to have every lecturer enter all of their grades twice in Blackboard and in Arion. Not only is this costly in terms of hours wasted, but in addition the inefficient use of duplicated effort, is also likely to cause more mistakes during grade transfers."

For years this has been one of the frustrations we constantly hear from academics, and has also provided some with the excuse they need to not use online assessment management as much as the University would like. This presentation will take the audience on a journey of AUT's effort in implementing and trialling the grades integration tool.

Coming from a fabulous land where The Hobbit was famously filmed, we use the analogy of There and Back Again to share the approach of adopting Grades Journey APIs and later moving away from it.

This presentation will discuss our future plans and encourage discussion on best practices for online assessment/grades management.

What the audience should gain from this presentation:

- An appreciation of the complexities of completing the grades integration process
- Some technical insights into possible solutions
- Academic staff reactions to the usability, benefits and challenges of the AUT solution

What prior knowledge should staff have?

This session will appeal mainly to system administration and developer staff who have an interest in creating or improving their grades integration processes. It will also appeal to academic staff to better understand their expectations in online grades management.

Evaluating Interactive Contents: Tpack Model

Dr. Kashimira Dave & Nijel Ratonel - Charles Darwin University

Charles Darwin University's (CDU) strategic priorities, being a dual sector education provider, recognise the need to enrich students learning experience through interactive contents, cutting-edge technologies and innovative pedagogies as the university reasserts its expertise in online learning and in engaging both local and global community of learners. For the Education Strategy Portfolio at CDU, the university's strategic plans for higher education (HE) and vocational education and training (VET) provide an imperative focus on putting students at the heart of educational design, learning and teaching practices. At an operational perspective, this means performing quality enhancements of units of study hosted on Blackboard Learn.

As CDU transitions from Learn with Original Experience to Learn with Ultra Experience, the need to perform course evaluation using established technology enhanced learning (TEL) frameworks becomes a top priority. This endeavour involves needs analysis, assessment of lecturers' digital fluency, and a review of existing learning materials, formative and summative assessments and activities.

The Technological Pedagogical Content Knowledge (TPACK) design framework. The TPACK framework highlights the complex relationships between three forms of knowledge: pedagogical (PK), content (CK), and technological (TK). This presentation consults the TPACK framework and aims to recommend best practices in designing rich media for publishing to online learning sites hosted in Blackboard Learn. TPACK model is an architectural blueprint for appraising the use of ICT in teaching and learning (Handal, Campbell, Cavanaghand Dave, 2014). As a set of design principles, TPACK model examines the pedagogical knowledge, technological knowledge and disciplinary content knowledge of lecturers based on existing units of study.

As the Learning Development and Training (LDT) Team at CDU evaluates HE and VET units in preparation for the move to Learn Ultra, a slew of interactive Storyline and H5P contents will be analysed using the TPACK approach, which involves examining the task structure, cognitive involvement, general pedagogy and operational issues of existing interactive contents in the course site. This presentation covers key concepts such as, but not limited to, the analysis of students' learning needs, conceptualisation of the design of e-learning contents, requirements and resourcing issues, data gathering techniques in evaluating interactive learning materialsand the customised TPACK checklist as an interactive content evaluation guide for CDU HE teaching period coordinators and VET site coordinators.

Furthermore, established learning paradigms based on Millwood's (2019) Holistic Approach to Technology Enhanced Learning (HoTEL), the thinking skills spectrum from the theoretical lens of Bloom's digital taxonomy (Krathwohl, 2002; Lynch, 2018) and the National Register for VET (Australian Government, 2019) provide guidance in formulating recommendations in the TPACK evaluation report for lecturers.

Keywords: Instructional Design, TPACK, e-Learning, Learning Sciences, Technology Enhanced Learning (TEL)

"Rocking" the Base, a Base Navigation Story

Bill Searle & Holly Burgoyne - Charles Darwin University

With a high dependency on educational and learning technologies, Charles Darwin University has needed to embrace change and has shifted host environments to take full advantage of the opportunities available from SaaS and Learn Ultra. Over the last 12 months we have moved from Managed Hosting to Blackboard Learn SaaS and started our pathway toward the Learn Ultra Experience with Base Navigation. Not without its challenges Base Navigation supports the discovery of Learn Ultra and is a key foundational step along the way. With a comprehensive Blackboard product line and a diverse learner and teaching cohort CDU has needed to consider the impact of this change and the requirements of our communities. How will users log on? Which page should they hit first? What do you do with those community pages? One-Two-Three-Four-Base!

Join us as we take you through our Base Navigation story.

Ultra Responsive Design - Triumph or Tragedy?

Auckland University of Technology, Charles Darwin University, James Cook University & Curtin University

As institutions plan their move (or not) to Bb Ultra, one issue that is becoming a common challenge is the apparent compromise to functionality that is a requirement to support responsive design. For example, there has been a conscious decision to reduce the capability of the WYSIWYG editor for the content item tool, in favour of reliably accurate display on mobile devices.

This panel will hear from decision makers from institutions with a variety of views on this issue and strategies for either providing other means for customising content, or working within the new framework.

Boost Response Rates & Better Connect Your Student Survey Processes with an All-in-One Course/Unit Evaluation & Survey Solution

Kevin Hoffman & Danny Collins - Watermark Insights

Your university is committed to quality assurance and informed decision making, but your current process and tools may make it hard to efficiently capture and surface actionable reports. So ask yourself: Do your faculty and administration have all of the information they need, and is it readily available where you expect it to be? Or could your institution's goals be better served by an all-in-one course/unit evaluation and survey system that's uniquely integrated with Blackboard and other key processes?

In this presentation, we will share why so many Blackboard institutions have entrusted these critical processes to EvaluationKIT by Watermark, a purpose-built software system that is locally hosted in Australia and designed to support any language requirements. You'll discover key benefits of our solution from great response rates to streamlined administration to robust reporting, offering a more cost-effective way to improve the course/unit evaluation and survey process for learners, faculty and administration.

You Gotta Roll With It - Our Continuous Delivery Oasis

Holly Burgoyne & Harriet Farncombe

Over the last year or so Charles Darwin University has moved from Managed Hosting to Blackboard Learn SaaS and is now looking towards Learn Ultra. With the Flexible Deployment Option no longer available from July 2020 a critical step for system administrators is switching to monthly Continuous Delivery updates. In the past, we have upgraded roughly once a year with a rigorous and lengthy user acceptance testing process and our first move in SaaS was FDO. How could we possibly switch to monthly updates? How do we test everything? What if something breaks? How will our users cope with changes each month? How will we cope?! Come along and see how we changed our processes, our focus and our attitude to implement light touch monthly upgrades and lived to tell the tale.

Micro-credentialing at Torrens University Australia

Selene Martinez Pacheco & Eoghan Hogan

In this session, Eoghan Hogan, Head of Learning Experience Design, and Selene Martinez Pacheco, Senior Learning Experience Designer, will reflect on Torrens University's path towards offering micro-credentials within university courses and on a business-to-business platform. As this project is still ongoing, they will reflect on the challenges they have faced in designing and implementing this project and on how they have overcome some of them, while still working on finding a solution for some others. This is a workshop-style session that will start with the presentation of their experience as a case study to then open the floor to discuss the future of learning in both, higher education and the workplace, and the challenges ahead.

Setting students up for success with transparent assessment practices

Caroline Steel - Blackboard

Generally speaking, students come to university to enhance their prospects for their future life. In order to complete their university studies, they need to demonstrate academic success in their chosen program by completing assessment tasks that are often unclear, sometimes confusing and can appear to have little future relevance. What if students spent more time actually learning than trying to figure out what was required of them in completing assessment tasks? What if students were clear about why the task is of value to them, what we really expect them to know and do and what levels of performance they need to demonstrate to succeed? This doesn't mean dumbing down assessment but rather being transparent about our assessment practices so that students can demonstrate the quality of their learning rather than spending time trying to figure out our implicit assumptions and decode what is expected of them.

This presentation draws on work completed over the past decade as part of the Transparency in Learning and Teaching in Higher Education (TILT Higher Ed) initiative. Students who have benefited from the TILT approach have reported significant gains in three areas that are critical to student success: academic confidence, sense of belonging, and awareness of their mastery of skills that employers most value when hiring (Winkelmes, 2019).

Contract Cheating: What You Need to Know

Anna Borek - Turnitin

In recent years, an egregious form of plagiarism has been on the rise: contract cheating, sometimes known as ghostwriting, the practice of engaging a third-party to complete assignments or exams. At high schools and universities worldwide, students can log onto a variety of essay mill sites, offer exact details on the nuances of their assignment (including the number of pages and citations required) and the due date, then receive a guarantee that the paper will arrive on time once payment is confirmed. Even worse, this particular form of cheating has been notably hard to catch. However, despite the lack of proof, teachers have an increasing awareness of contract cheating.

In this presentation we'll discuss why it's so easy for students to procure essays, and share proven strategies and tactics for combating contract cheating.

Lessons from the production and implementation of VBL in a blended higher education course

Roger Dawkins & Rachel Bentley - Western Sydney University

Across the globe more than 140 million hours of Netflix are streamed every day. The public's love of video has been optimised by universities into video based learning (VBL) to deliver complex, rich video course content. The options for producing course content range from DIY or "user generated' video, to high-end production solutions. The latter are often coordinated by professional staff working closely with academics, sometimes on-location, and producing "cinematic" scale content.

While academic research has begun to investigate the effects of educational videos on student learning, the in-depth analysis of video has yet to be analysed and explained. Questions that need to be considered include: how has video changed the way academics deliver content to students; what is the nature of the collaboration, when using VBL, between academics and professional teams; and how is this collaboration changing the way academics research course material and design and deliver course content?

Using a case-study of a content-enhanced VBL scaffolded model in a humanities course, this presentation will put forward a benchmark for the varied use of video, discussing content from DIY video to sophisticated high-end professional interviews first trialled on a student cohort in 2019.

Drawing on the critical reflections of the academic and professional staff directly involved in the production and implementation of 29 video assets in a 13-week blended unit, the presentation also identifies issues that are often unanticipated in the production phase, and suggests learning principles for future courses intending a similar quantity – and quality – of video asset production.

eWorks' Learning Design Toolkit

Nicola Townsend & Beth Keating - eWorks

Presentation summary

This presentation will explore eWorks' Learning Design Toolkit, and where we hope to take the project next. Specifically, we'll look at:

- the challenges we identified in our own team in relation to developing cohesive, consistent and engaging courseware
- how we decided to tackle the challenges through our Learning Design Toolkit
- the opportunities we've identified that flow on from our Toolkit
- what will be coming next.

The challenges we identified

In our own team, we have encountered a range of challenges in developing our courseware over the last twelve months, including:

- multiple qualifications and commercial projects in simultaneous development, all with large courseware development requirements, multiple stakeholders, and tight timeframes and budgets
- the need to engage a large team of external contractors to meet our development needs, and how to achieve consistency and efficiency using this model
- working with learning designers who have a range of professional backgrounds, experience and approaches
- meeting the needs of a diverse set of learner demographics, and developing courseware for an online and blended environment.

Our solution

For the past few months, eWorks has been working on developing a Learning Design Toolkit to help us rise to these challenges, drive consistency in our team and develop high quality and engaging course materials. The Toolkit contains detailed end-to-end design and development processes, style guides and templates. These tools set clear standards across all aspects of the learning design process, from ideation and planning through to detailed design and building our courses in MyLearning and Rise. They also guide and support our learning design team in providing them with what they need to get stuck into a project.

The goal of this toolkit is to define what quality learning design looks like, and to empower our team to produce high-quality, best practice products.

The opportunities

In developing this Toolkit, we've realised that there is a greater need beyond our team for these resources, and other organisations could benefit from what we've created.

Learning design is a multifaceted and complex skillset; designers need to be able to develop content that is:

- structured in a clear, engaging way
- high quality, polished and professional
- compliant
- suitable for an online or blended learning environment
- easy to understand, intuitive and accessible.

Learning designers need to possess high-level analytical capabilities, strong communication and writing skills, empathy for learners and technical abilities. They're also often required to hit the ground running. To do this, they need to be supported with tools that set clear parameters around the end-to-end design and development process, define what good learning design looks like, and enable them to move through each stage of the design and development process.

Next steps

We're eager to use a design thinking process to further understand the learning design needs and challenges in the wider TAFE sector so we can refine our Toolkit and offer comprehensive off-the-shelf learning design resources that are useful to others. To do this, we'll lean into our relationship as an LMS provider for Victorian TAFEs to undertake widespread consultation.

We envisage our resources will include tools such as:

- detailed end-to-end process maps for design and development across – for both accredited and smaller commercial projects – and templates for tools that accompany this process such as planning and storyboard templates
- practical 'how-to' guides on developing engaging and accessible learning content, clear and compliant assessments, and building online courses in programs such as Articulate Rise and Blackboard (Moodle)
- style guides for content and assessment writing, accessibility standards, imagery and multimedia standards.

Want to know more?

Come talk to us about it if you want to know more, would like to engage in our consultation process, or would like to be involved!

VR, AR, and Mixed Reality – how Technology is changing Learning & Teaching

Richard Stals - Blackboard

The surge of interest in virtual reality (VR) is no longer a fad with many Universities experimenting with XR, or cross reality, in their learning and teaching. There is no surprise that many universities are embracing these new technologies as teachers are looking to enhance their curriculum by deploying technologies that optimise the learning process. For XR to become more than another gimmick in the classroom, careful attention must be given to the pedagogical foundations when using this promising new technology.

Transforming students' lives with Kaltura

Emily Takayama - Monash College

As a part of our mission to transform students' lives, Monash College piloted the Kaltura Moodle plugin in 2016 as a way of engaging students and tracking their engagement with learning content and to target gaps in knowledge. Three years later Kaltura is widely used by students and teachers.

The college's usage of Kaltura continues to evolve along with our strategic goals to provide a world class education to our students through Teaching Excellence and student centred pedagogies.

In this presentation, you'll hear about a few examples where Monash College have put their students at the heart of the design and tried to solve educational problems with the use of videos. Come and hear about our lessons learnt in using videos to teach concepts through rich storytelling, in flipped learning courses, student assessments and trackable personalised videos.

The Era of Intelligence

Jill Downie - Curtin University

AI has become pervasive in daily lives, giving rise to the Fourth Industrial Revolution (Industry 4.0), and is bringing human history to a new era where humans need to live and work together with AI. Artificial intelligence and machine learning are beginning to alter education tools and institutions and changing what the future might look like in education.

This keynote will address the following:

- In which ways will AI revolutionize the delivery and management of education and learning?

- How can we use AI and machine learning to analyse learning patterns and optimise learning processes with a view to improving learning outcomes?

- How can we ensure learners are equipped as graduates for the future workforce?

Technology Enhanced Cognitive Scaffolding Using SCORM tool of Blackboard - one man army!

Shashidhar Venkatesh Murthy - James Cook University

Introduction/background:

Quality teaching of complex laboratory skill intensive subject of Pathology to students in distant rural clinical placements was a big challenge, when I joined James Cook University, a rural medical school in regional Australia.

As a single full time academic pathologist, challenges were many. How to teach Pathology to over 200 medical students remotely? How to teach laboratory skills and Microscopy? These challenges motivated me to revamp pathology curriculum to integrate with clinical learning and innovate several tools to provide quality teaching including laboratory skills online to students in remote clinical placements. Special feature of our innovation is continuous assessment, monitoring and support for students 24/7…!".

Aim/objectives:

This interactive presentation demonstrates successful teaching tools developed over a decade of experimenting. I call this "Technology Enhanced Cognitive Scaffolding". During this talk I will share work on unique undergraduate medical curriculum with strong focus on applied pathology in the senior clinical years. Share experience of challenges faced and innovations developed to address them.

The presentation also includes demonstration of my use of SCORM interactive videos in Blackboard & digital microscopy laboratory (First in the world*)

Remote student monitoring and support using Technology Enhanced Cognitive Scaffolding.

Discussion:

In this presentation I will demonstrate that pathology can be taught effectively to large cohort of students not only theory but also Gross specimen and Microscopy tutorial in a interactive way using adaptive technology which allows students to learn in their own time and space. Also this technology has allowed student monitoring and learning with ability to support student learning needs.

Issues/questions for exploration or ideas for discussion:

- Encourage audience to critically evaluate my innovations and here are some sample questions.
- How can you teach practical skills online?
- Can technology detect & adapt to student needs?
- Does technology replace academic teachers?
- Can technology give "human" aspect of teaching?
- What is the future for traditional tertiary education?

Insights, Communication & Support – A holistic approach to EdTech Adoption with EesySoft

Toshiro Polak - EesySoft

Educational institutions invest a great amount of resources and time to offer learners a robust and valuable online learning technology ecosystem. It however proves challenging to ensure faculty possess the knowledge, skills and inspiration required to effectively deploy these technologies in their courses and to provide learners with an engaging and consistent educational experience. During this workshop we will learn how EesySoft's EdTech Adoption Platform can be used to 1) gain real-time insight into how faculty and students are engaging with the available technology to identify gaps, 2) this insight can be used to set up targeted inline communication to improve technology adoption, 3) optimize the user experience with just-in-time embedded support. After a brief introduction, participants will collaborate in small teams to design and build their own EesySoft campaign based on a real-life scenario. These scenarios are outlined as follows: "Ally has just been implemented at your institution to create a more inclusive student experience. To ensure a successful rollout of Ally you have to first make sure that all instructors understand the importance of accessible course content, are aware of Ally as a means to improve the accessibility of their courses and are informed about how to interpret and leverage accessibility scores. Secondly, students and instructors have to be made aware of the possibility to download course content in alternative formats."

This is an active presentation and it is best if you bring your laptop

Just in time vs just-in case materials

Melanie Worrall - TAFE SA

While the vocational education and training (VET) sector can be described in many ways, a key feature is the provision of just-in-case training to prepare learners for their vocation. This just-in-case approach to developing learning materials is very different to the just-in-time nature of user supports and other performance aids for education staff to support the implementation of digital education infrastructure across a large VET provider.

This session showcases the approach taken at TAFE SA when faced with the implementation of a new theme for their Moodle (TAFE SA Learn) and virtual learning environment (Collaborate). The presentation will outline the design thinking approaches taken, the communication strategy and user support developer to ensure all parts of the business were prepared for the changes.

A Different Facet of Learning and Teaching – Students as Partners (SaP)

Vicki Tan, Jackie Su & Jason Soehendra – University of New South Wales

"Too many projects! Too little time and resources to complete them." This is a common issue many teams face. The Educational Technology Services (ETS) team in the Pro Vice-Chancellor (Education) Portfolio has taken up a unique opportunity to partner with UNSW students and recent graduates to lead and assist with new initiatives and on-going projects.

The ETS team provides and supports the core educational technologies (Moodle and its integrated applications, Lecture Recording+, media repository, etc) used by staff and students across UNSW. We also liaise with the faculties/divisions to provide support for their educational technologies.

SaP and ETS was a unique initiative where the central technology support was able to work with our end users to improve systems and services based on these students' feedback. The GenZ problem solving skills and different way of approaching a task was a bonus in this SaP initiative.

Our SaP act as designated liaisons for every faculty to understand the requirements and provide advice on the core educational technologies. In addition to their participation in the projects undertaken by the ETS team, the SaP also deliver training to the staff prior to the commencement of a term.

The SaP have been instrumental in diagnosing our integration issues that have arisen as a result of supporting such a wide application base. Their unique skills and interests have been a great asset to the team.

The managers have also been alongside them, providing advice on dealing with the diverse facets of faculties and mentoring them with the notion that they too, in time, will become effective managers themselves.

The SaP program has provided both students and staff an excellent perspective on one another's views and approaches to managing and maintaining educational technologies in a university.

During this presentation, our SaP discuss the lessons they have learnt and the contributions they have made over the duration they have been with the ETS team. Most importantly, they will share the challenges that they have surmounted and discovered the skills they did not know they had.

Curriculum Management: taking a proactive approach to governance and student success

Anne Stockdale - Akari & Mark Bailye - Blackboard

Curriculum touches every aspect of university business. To remain relevant in an increasingly competitive global education market, universities need to be more agile in their approach to curriculum design and management so they can demonstrate that their graduates are job-ready to prospective employers. This workshop will cover the what, why and how of curriculum management and how universities are currently using this technology, including how they are integrating it with the LMS. Get involved in discussions on the key challenges and star gaze into the areas where curriculum management can help in the future.

Collaborate Roadmap

Anneke Bates - Blackboard

See what's new and get excited about what's coming soon in Collaborate. Join this session to hear from Anneke Bates as she provides an update on the vision and roadmap for Blackboard Collaborate.

Personalised Learning as a Pathway to Inclusion: Insights and Product Developments on the Ally Tour

John Scott - Blackboard

Representing course content in different modalities and formats increases student choice and fosters learner preference, but scaling personalisation can be a challenge. In this session, we'll discuss how Ally's alternative formats support personalised learning at scale, and the ways Ally provides instructors and institutions with the insights and tools to address accessibility issues with content to improve the quality of automated formats. Attendees will hear directly from our user community about how the impacts they are seeing with Ally, and learn about Ally's latest and upcoming features to better support inclusive learning for all students.

Catalysing a Culture Shift for Faculty: Inclusive Design Workshop with Ally

John Scott - Blackboard

For many instructors, digital accessibility may be new, unfamiliar, or not something they prioritise in their course design. Yet making simple accessibility fixes to learning materials can have a significant impact on the quality and usability of digital content that can impact the learning experiences of all students.

In this hands-on workshop, participants will learn more about how inclusive design can benefit diverse, 21st century learners, and work through several accessibility challenges using Ally's instructor feedback and alternative formats.

Enhancing distance learning in Ultra

Emma Page - Southern Institute of Technology

Online, distance learning is an increasingly popular delivery mode for both students and tertiary education providers. As demand and competition in the distance learning sector grows, Southern Institute of Technology are looking to ways which Ultra's potential can be used to create and deliver accessible, innovative and engaging courses which meet the expectations of learners and our teaching staff and set SIT apart from the crowd.

This session will explore our Digital Learning Project team's journey into Ultra, highlighting the challenges the team have overcome and celebrating the early successes of this ongoing project.

Extending Your VLE to Reach Beyond Registered Students: Course Catalogue and Registration Tool

Nicole Wall - Blackboard

Institutions do more than offer accredited programmes. Learners do more than study degrees. Academics are often learners too. All institutional employees need to stay current on technology and business practices. These scenarios – short courses, CPD, staff development, pre-enrolment engagement, community outreach, etc. can be difficult to support in the VLE when enrolment is facilitated through a traditional SIS. This session will explore how Blackboard's new Training and Professional Development tool integrates with Bb Learn to allow users to create their own account, browse and select courses and enrol; once enrolled the tool enables learners to track their progress and receive certificates of completion. Learner dashboards display current, past and future courses allowing learners to easily track their progress in each course and easily access certificates for past activities.

Collaborate: Moving to Collaborate Ultra

Anneke Bates – Blackboard

Join this session to discuss the transition from Collaborate Original to Collaborate Ultra. Find out what you need to know and come along to ask the question you have been wanting to ask.

Blackboard Data and Analytics Portfolio Roadmap

Rachel Scherer - Blackboard

This can't-miss session will introduce you to the past, present, and future of Blackboard Analytics and the Blackboard Reporting Stack. Join us to learn about how Blackboard Data amplifies the Blackboard platform and enhances existing Analytics products for insight in teaching, learning, and leading at your institution.

Analytics Design Workshop

Rachel Scherer - Blackboard

In this session we walk you through the design process for data-informed decision making, taking a simple requirement and mapping out all of the components required to turn it into a dashboard or report.

Becoming a Product Manager: Learn Ultra - On-Site Research and Feedback

Wade Fields - Blackboard

Ever want to be a Product Manager at Blackboard? Have opinions about the features we develop? Join a member of the Blackboard Product Management team where you get to be a Product Manager for a day (well, hour)! This is a working session where you get to spend time enhancing the Learn Ultra grade center. This is your chance to influence the requirements that will be used in our next round of improving the grade center and to see details about the Blackboard Product Management process

Blackboard's Vision - Delivering a Simpler, More Powerful Teaching and Learning Experience

Jim Chalex, Wade Weichel, Anneke Bates, Rachel Scherer, Brent Mundy

This session provides a strategic overview of Blackboard's overall Teaching and Learning suite of products. Come and learn where we're headed directionally for Blackboard Learn, Mobile, Collaborate, Ally, Analytics, and Open LMS. Whilst not a product demonstration, this session will share details of our key investment areas and how we will continue to support your learning and teaching strategies to help your institution deliver on its strategic plans over the long term.

Why Ultra? Convince me why I should move to Ultra

Mark Bailye, Brent Mundy - Blackboard

This session provides an opportunity to see what's new with Learn Ultra. Come and see how Learn Ultra's modern, responsive and engaging workflows can enhance student engagement, reduce administrative burden and provide academic insight into the learning process. This session is not a product roadmap, but rather an opportunity to discover how Learn Ultra has and continues to evolve.

Lightning Talks

Akari: Managing Curriculum Made Easy

Michael Garner – Blackboard

Join this session to discuss the transition from Collaborate Original to Collaborate Ultra. Find out what you need to know and come along to ask the question you have been wanting to ask.

Kaltura

Jeff Rubenstein – Kaltura

Kaltura ❤️Caliper❤️Blackboard Data

Jeff and Rachel share the exciting work that Blackboard and Kaltura are partnering on to ingest Kaltura telemetry data into Blackboard Data with IMS Global's Caliper specification.

Learn Ultra Demo: Base Navigation

Richard Stals – Blackboard

Come and check out the powerful new Blackboard Learn Base Navigation. It is a modern, intuitive navigation system that provides quick access to the most critical information from across all your courses. You are never more than one-click away from taking action on the most important activities in your learning and teaching.