

Faculty of Arts and Education

DLF ArtsEd Learning Innovation

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The Purpose of Today's Session

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This will be an informal session so please feel free to stop me and to ask questions as they occur to you. Slides will be made available after today's session, and you can always contact me if you want to do so in the future.

*'Vietnam-Australia Partnerships for Digital Transformation in Higher Education'* aims at enhancing the capacity of Vietnamese universities in digital transformation, especially in the design and implementation of blended learning models.

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## A Little Bit About My Role



I am the Associate Director Learning Innovation (ArtsEd) located within Deakin Learning Futures. Each of the Faculties has a Learning Innovation Team so four teams in total.

My role ranges across:

DLF, Faculty and Team Strategic and Operational Planning.

Managing a team of 9 people with multiple responsibilities.

Leading and contributing to Teaching and Learning Projects.

Engaging in research to remain current with T and L theory.

Teaching so that I retain some authenticity in my leadership.

ALL OF THIS MEANS THAT TODAY'S PRESENTATION WILL BE VERY WIDE RANGING FROM THE PERSPECTIVE OF ALL OF THE WORK THAT I DO AT DEAKIN UNIVERSITY.

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## A Roller Coaster Ride with Moments of Pinball Interaction



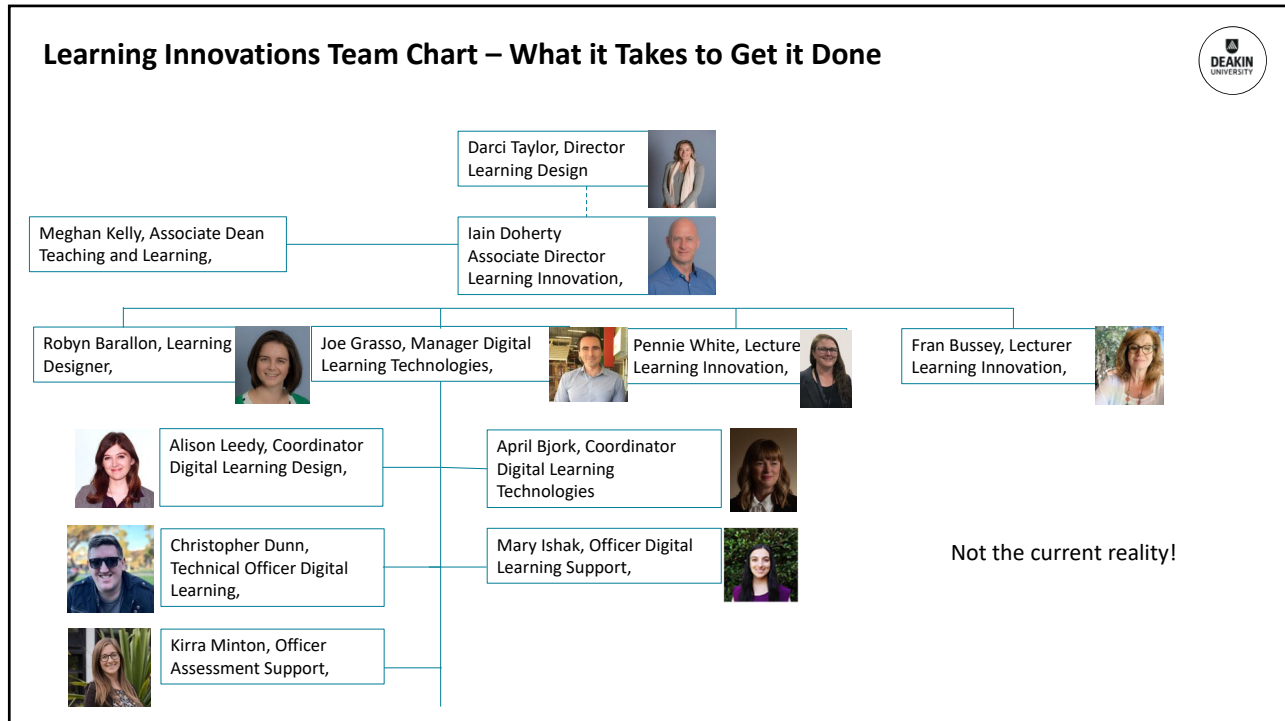
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### Digital Transformation and Blended Learning


What do we mean by digital transformation and what motivates or prompts digital transformation at our universities?

Do we have a common understanding of “blended learning” and what are the affordances or benefits of blended learning?

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## Digital Transformation and Blended Learning



Digital transformation involves integrating new technologies into teaching and learning to fundamentally change the teaching and learning ecosystem for the better.


Blended learning – hybrid learning - involves both “face to face” learning and “online learning” to deliver high-quality and impactful learning experiences for our students

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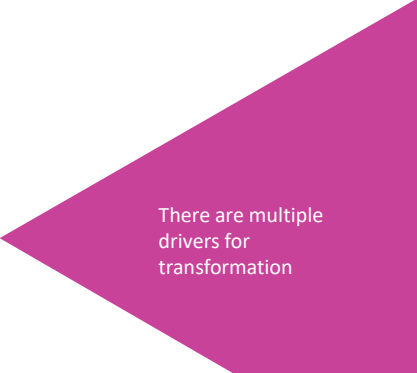
## What Prompts or Necessitates Transformation?



Universities are proactive at a strategic level identifying the need to transform their teaching and learning in order to e.g., remain as a sector leader, enhance the quality of education, enhance equal opportunities for our students.

External factors necessitate change on the part of universities. For example, regulatory changes in the sector, Covid-19 and the rapid emergence of Generative AI that has transformed teaching, learning and assessments.

Transformation "bubbles up" from the coal face of teaching and learning driven by passionate and innovate teachers who are motivated by a desire to improve / enhance the quality of teaching and learning and to ensure student success.




There are multiple drivers for transformation

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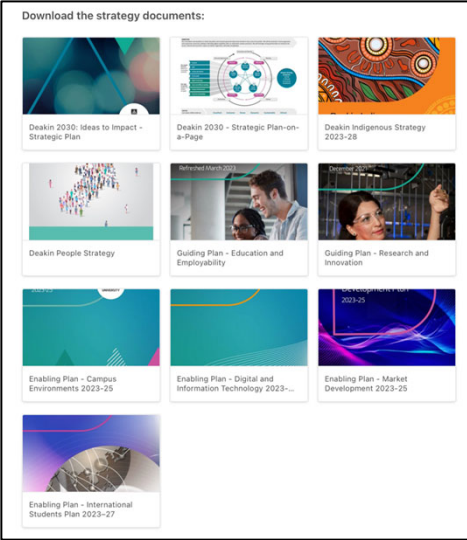
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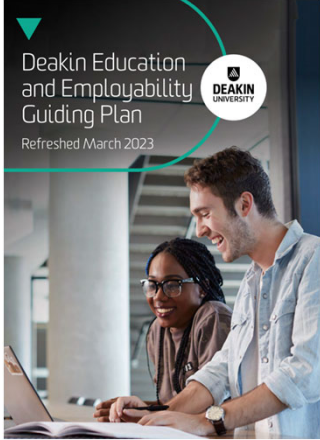
## Universities are Complex Places with Multiple Strategic Drivers



Download the strategy documents:




Nine strategy documents guide what goes on at Deakin at an Institutional level with these being the top two drivers for teaching and learning.

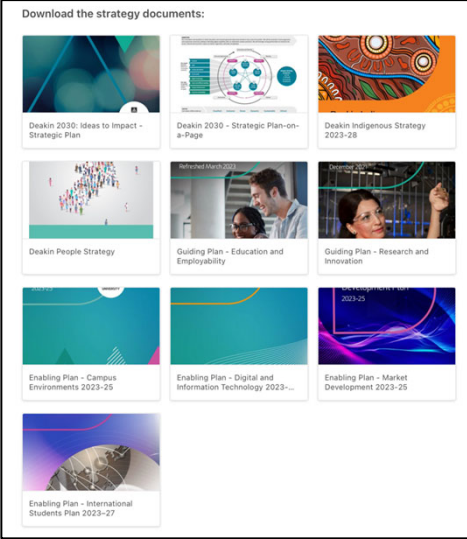
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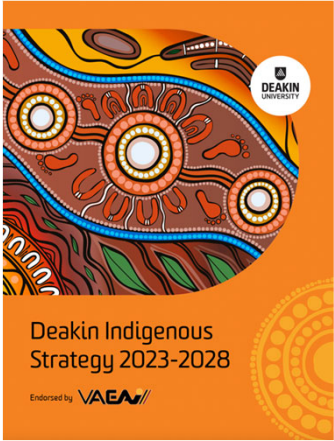
## Universities are Complex Places with Multiple Strategic Drivers



Download the strategy documents:



The Digital Information and Technology Plan is also key to today's presentation with the Indigenous Strategy being core to Deakin and crucial for First Nations People.


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## What's the Place of the Digital in Transformation?

My view is that technologies should not and do not lead transformation at Deakin. Rather, transformation should be driven by the desire, embodied in Deakin's Strategic Plan to e.g.,

- Enhance the quality of teaching and learning in terms of a student focus.
- To offer education relevant to a variety of contemporary learners.
- To equip our graduates with the knowledge and skills that make them employable.
- To make access to education equitable and accessible for all Australians.



Pedagogical considerations should drive technological considerations


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## How Does All of This Get Realized in Practice Through DLF?

DLF produces an "Action Plan" each year to realize Deakin's strategic teaching and learning goals from Deakin's Strategic Document "Ideas to Impact" and Deakin's "Education and Employability Plan".

- These are "central projects" that are enabled by and supported by the Faculty Learning Innovation teams.
- For example, "Deakin Design Pathways", a project to design sustainable approaches to learning design.
- Learning & teaching that embeds authentic learning and assessment to develop relevant and transferable skills.
- Designing a resource to support academics in engaging with Indigenous Knowledges.



Pedagogical considerations should drive technological considerations

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## What's the Place of the Digital in Transformation?

Deakin Learning Futures has two key groups looking after technologies for teaching and learning:

- Digital Learning Environments and Innovation Strategy Group
- Digital Learning Environments and Innovation Implementation Group

“The Digital Learning Environments and Innovation (DLEI) *Implementation* Group leads and coordinates the ongoing work related to designing and delivering the digital learning environments and innovations at Deakin”.



Pedagogical considerations should drive technological considerations

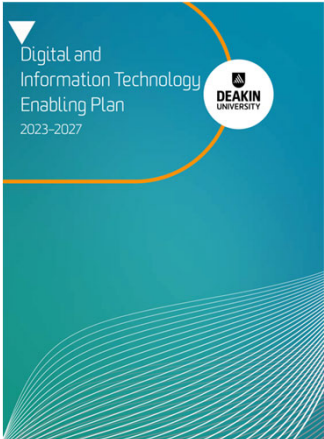
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## What Does the DLEI Group Actually Do?

Digital Learning Environments and Innovation Implementation Group


- To provide a presentation on Creator+ (D2L) to highlight the features and what's implemented in CloudDeakin.
- Progress on use of Mural and Miro institution wide vs education license options and provide an update in July meeting.
- Video at Deakin project update on implementing Panopto as the University wide lecture recording and capture system.



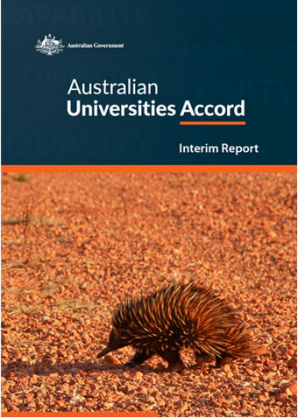
Pedagogical considerations should drive technological considerations

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## There are also external drivers for making use of the digital in teaching and learning



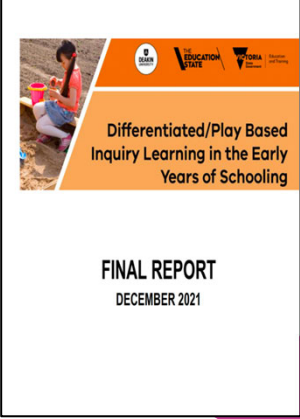
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Interim Report

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**Differentiated/Play Based Inquiry Learning in the Early Years of Schooling**

**FINAL REPORT**  
DECEMBER 2021

Three examples of transformational drivers

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## Transformations from the Coal Face


- This is the work that comes from innovators working in teaching and learning.
- It usually comes from recognizing an opportunity or identifying a challenge.
- This work comes to us as projects that need the support of our team to be realized.
  - Early Childhood Education 1<sup>st</sup> year transformation project
  - Deakin Design Seeding Grants for innovations in teaching
  - Interactive lectures project researching the “good lecture”
  - Incorporating Gen AI in teaching, learning and assessment

Transformation can “bubble up” from the coal face of teaching and learning.

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## What can Covid-19 Tell us About Blended Learning?

- Deakin University had to transfer all its teaching online in a one-week period for Trimester 1, 2020.
- We had to go through the same process for Trimester 2, 2020 although we had more lead time for the Trimester.
- Now we are in 2023 and we are still dealing with the seismic shift brought about by the Covid-19 pandemic.
- Understanding what happened can help us to think about what a blended learning model might look like.
- To put it another way, what do we know about what our students are looking for in their learning experiences?

Covid-19 caused massive disruption and we're still recovering


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## ▶ Let's Look at Blended Learning

What Went On During Covid – A Review of the Student Experience and Student Engagement



Wavebreakmedia/Stock/Getty Images Plus

**C** COVID-19 disrupted learning as schools and universities moved between online, in-person and hybrid learning modalities, impacting the lives of our students in ways that we are still trying to fully understand. As we move into a post-COVID world, many of us see students who are less engaged, and we are quick to blame the pandemic: in conversations with colleagues, we tell each other that our students are disengaged because they had negative experiences in high school due to COVID and so they are unprepared for college, or our students are struggling with mental health issues, which became more pronounced during COVID-19.

“I believe we need to stop blaming COVID and reframe the narrative around student engagement by thinking about who and what today’s students are—knowledge workers. A knowledge worker is a professional who uses their expertise and skills to create, analyse or distribute information or knowledge. They rely heavily on their intellectual abilities, creativity and critical thinking skills to perform their tasks . . .”

Darroch, J. (2023, May 30). *Students Are Less Engaged; Stop Blaming COVID*. Inside Higher Ed.  
<https://www.insidehighered.com/opinion/views/2023/05/30/students-are-less-engaged-stop-blaming-covid-opinion>

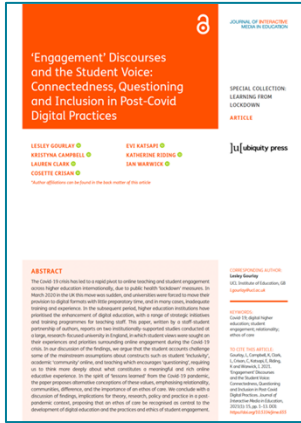
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## ▶ Let's Look at Blended Learning



What Went On During Covid – A Review of the Student Experience and Student Engagement



“The subtle, complex, relational and affective dimensions of student online engagement, we suggest, have been under-theorized, in parallel bodies of research which have placed an over-emphasis on the inculcation of ‘activity’, while paying insufficient attention to what underlies student ability to be ‘active’, their willingness to participate and their sense of belonging, all necessary for engagement to take place”.

Gourlay, L, Campbell, K, Clark, L, Crisan, C, Katsapi, E, Riding, K and Warwick, I. 2021. ‘Engagement’ Discourses and the Student Voice: Connectedness, Questioning and Inclusion in Post-Covid Digital Practices. *Journal of Interactive Media in Education*, 2021(1): 15, pp. 1–13. DOI: <https://doi.org/10.5334/jime.655>

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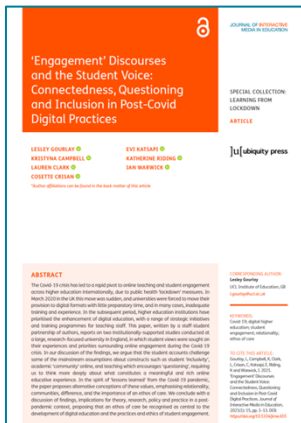
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## ▶ Let's Look at Blended Learning



What Went On During Covid – A Review of the Student Experience and Student Engagement



“Although it is important to bear in mind that the campus is also a space riven with highly problematic inequalities and exclusions, in the context of the move to fully online, any social ‘glue’ of serendipity, ephemerality, spontaneity, and shared co-presence has largely disappeared. The advice of agencies such as JISC clearly seeks to address this, with helpful suggestions for interaction and activity”.

Gourlay, L, Campbell, K, Clark, L, Crisan, C, Katsapi, E, Riding, K and Warwick, I. 2021. ‘Engagement’ Discourses and the Student Voice: Connectedness, Questioning and Inclusion in Post-Covid Digital Practices. *Journal of Interactive Media in Education*, 2021(1): 15, pp. 1–13. DOI: <https://doi.org/10.5334/jime.655>

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## ▶ Let's Look at Blended Learning



What Went On During Covid – A Review of the Student Experience and Student Engagement



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**S**tudents responded differently to changes in course delivery and other stresses posed by the pandemic, and their reactions differed based on age, gender and other factors, according to findings from the 2021 National Survey of Student Engagement, released Tuesday.

The survey of more than 230,000 first-year and senior students at 337 colleges and universities unsurprisingly found that more students were in online courses in 2021 than in years past. The majority of first-year students, 65 percent, took mostly remote classes, 16 percent took mostly hybrid courses and only 7 percent took most of their classes in person. Similarly, 66 percent of seniors took most of their courses remotely, 13 percent were mostly in hybrid courses and only 11 percent were mostly taking classes on campus.

“One of the things that we have come to understand through these last couple years is the times students spend interacting with each other, whether that be informally at a late-night evening interaction at a residence hall or an on-campus job or a student activity of some sort, that these aren’t frivolous, that they really connect very directly to students’ well-being, but also to their academic success as well . . .”.

Weismann, S. (2022, February 22). *A Massive Disruption, a Range of Student Reactions*. Inside Higher Ed.  
<https://www.insidehighered.com/news/2022/02/02/how-pandemic-affected-student-engagement>

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## ▶ Working at the Coal Face in the Faculty of Arts and Education



What Went On During Covid – A Review of the Student Experience and Student Engagement



*“Since merging with institutes of education in the 1990s, including Victoria College and the Warrnambool Institute of Advanced Education, our strong capability in hands-on learning has empowered our graduates and their communities through access to applied and distance education.*

*Encompassing immersive and virtual reality, global mobility, work integrated learning and applied learning, **our located and digital experiences enable transformative educational opportunities**”.*

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## Pedagogically Grounded and Supported by Professional Development Opportunities



**The eight key learning outcomes**

Our graduate learning outcomes describe the knowledge and capabilities graduates have acquired and an understanding of the operation of their course.

Graduate outcomes are developed through a range of learning activities and are assessed in a professionally accredited course. Learning outcomes are aligned to the relevant professional body.

- GL01 Discipline specific knowledge and capabilities
- GL02 Communication
- GL03 Digital literacy
- GL04 Critical thinking
- GL05 Problem solving
- GL06 Self-management
- GL07 Teamwork
- GL08 Global citizenship

**Deakin Design Principles and practices**

Learning experiences at Deakin are centred on the following, underpinning principles:

- 1. **Student-centred**: Learning is designed to be student-centred, with students taking ownership of their learning.
- 2. **Interdisciplinary**: Learning is designed to be interdisciplinary, with students drawing on knowledge and skills from different disciplines to solve complex problems.
- 3. **Collaborative**: Learning is designed to be collaborative, with students working together to learn and solve problems.
- 4. **Real-world**: Learning is designed to be real-world, with students applying their knowledge and skills to solve real-world problems.
- 5. **Industry-relevant**: Learning is designed to be industry-relevant, with students developing the skills and knowledge needed for the workforce.

Graduate Design is supported by the following activities:

- **Workshops**: Hands-on learning experiences that allow students to apply their knowledge and skills to real-world problems.
- **Guest lectures**: Industry experts share their knowledge and experience with students.
- **Industry placements**: Students gain valuable work experience and develop their professional skills.
- **Industry projects**: Students work on real-world projects with industry partners.
- **Industry networking**: Students build relationships with industry professionals.

**Deakin Teaching and Learning Academy**

Home About us Programs

**THE DEAKIN TEACHING AND LEARNING ACADEMY**

Welcome to the Deakin Teaching and Learning Academy where Deakin teaching and learning staff can **share practice**, learn with and from others, find support for developing a teaching career and be recognised for innovative practice.

**Becoming a HEA Fellow**

Learn about the Deakin Fellowship program, how to apply and resources available.

On this page:

- [About us](#)
- [How to Apply](#)
- [Deakin HEA Fellow profile](#)
- [HEA Fellow at Deakin](#)

**Overview**

The Deakin Fellowship program is an accredited and internationally recognised career development professional recognition program.

The Deakin Fellowship provides those involved in learning and teaching with formal recognition of practice, reward and recognition. The program provides teaching teams and the university with opportunities to apply for various categories of Fellowship as they move through their teaching careers. The program is integrated into the Deakin Teaching Award Framework, supporting premium learning that is included for all teaching team staff.

**Program information**

To see specific and detailed program information, the schedule of events and useful resources, visit the [Fellowship](#) page and click the relevant CloudDeakin site:

- [Faculty of Business](#)
- [Deakin University Graduate School of Education](#)
- [The GDSU on the environment page](#)

**Apply for a Fellowship**

Interested in participating in the [Deakin Fellowship program](#)? Contact us at [teaching@deakin.edu.au](#) or by contacting for Round 2 which commences in July 2023.

Two key dimensions to transformation are starting with pedagogical considerations and providing staff with the resources to develop themselves.

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## ▶ What Does Transformative Digital Learning Look Like in Practice?



### Create premium learning resources

Digital learning is delivered through unit sites and course sites. These sites are created using a suite of educational technologies packaged via a central learning management system to create the CloudDeakin ecosystem. Students access unit and course sites via the DeakinSync portal.

Components in the CloudDeakin ecosystem are maintained as enterprise systems with support available for staff and students. Platforms are regularly updated and may change over time as needs change and products develop. Deakin uses the Desire2Learn product Brightspace as the core learning management system. Some courses are delivered through other platforms such as the FutureLearn open-learning platform.

Course and unit sites are constructed by course and unit teams with primary support from [teaching and learning teams](#). Further assistance is available from Deakin Learning Futures and the [CloudDeakin guides](#) available on the DTeach site.

Unit and course site design must comply with the University's minimum standards that are set out in the following schedules of the [Course Design and Delivery Procedure](#):

- Clause (67): Minimum Standards for Course Sites
- Clause (68): Minimum Standards for Unit Sites

Maintaining the standards ensures that students have a good online learning experience and can access and navigate consistent information that will support their learning.

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## ► What Does Transformative Digital Learning Look Like in Practice?



### Learning design and digital learning tools

From a student's perspective, resources found in their unit site should be part of the unit's learning story.

In addition to providing essential resources (unit guides, notes, readings), a unit site should also help students make sense of an evolving narrative and engage them in self-directed learning.

We could consider a model of interactivity that encourages students to participate actively in their learning. Moore (1989) wrote about three types of interaction for distance learning (Learner-Content Interaction, Learner-Instructor Interaction and Learner-Learner Interaction). Others (Garrison, Anderson & Archer, 2000) have built on Moore's work to think specifically about online types of interactivity that foster learner engagement. For example, a strong teacher to learner presence provides a student with 'a sense of belonging, helping them to feel connected to community of learning and increasing their likelihood of persisting' (Stone, 2016). In practice, this might involve welcoming students, being responsive in discussion forums, providing regular feedback and facilitating peer learning. Making use of appropriate digital tools is a key strategy when designing for digital learning.

The [Teaching and Learning Tools Guide](#) provides information about all of the teaching and learning platforms and tools supported by Deakin.

Tools are normally embedded within unit sites to ensure accessibility. Detailed information and user guides for these tools are available from the [Inclusive Teaching Toolkit](#) and in the [CloudDeakin guides](#).

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## ► What Does Transformative Digital Learning Look Like in Practice?



### Tools

Synchronous collaboration tools	<p>These tools are commonly used at Deakin to enable synchronous online communication and collaboration between staff and students. Participants can:</p> <ul style="list-style-type: none"> <li>talk online in real time</li> <li>chat via text online</li> <li>share videos, presentations and applications.</li> <li>work in groups</li> </ul> <p>Zoom is Deakin's supported classroom tool.</p>
Learning and assessment activity tools	<p>These tools create online activities for individual students or groups.</p> <ul style="list-style-type: none"> <li>PebblePad portfolio allows students to create and curate their learning</li> <li>Turnitin originality check tool can assist students to identify poor referencing and plagiarism. Visit <a href="#">Detecting breaches of academic integrity</a> for more information.</li> </ul>
Class recordings	<p>Classes in large teaching rooms can be recorded by the Lecture Recording system. Lecture recordings can also be booked in many smaller classrooms. Some classes use live-streaming to allow online students to join the class in real time.</p> <p>Recordings are made available to students through unit sites and should be provided wherever possible. Where recording is available, students must be notified of classes that are not recorded and the reasons for this. Students with a disability may request captioned recordings and transcripts.</p>
Authoring and content tools	<p>Teaching teams use a range of tools for the construction of unit sites and the management of content. Tools include:</p> <ul style="list-style-type: none"> <li>Talis Aspire: for managing reading lists</li> <li>DeakinAir: for creating and managing video content.</li> </ul>

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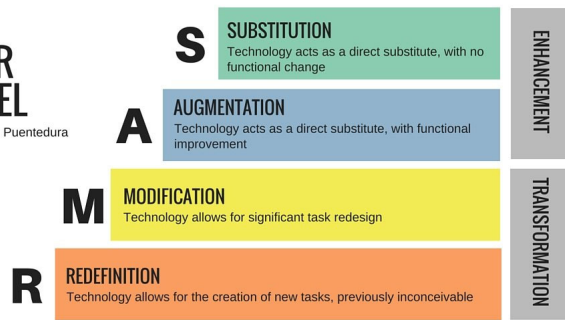


▶ Let's Look at Blended Learning

The digital enables blended learning and whilst pedagogy is important, students place significant value in belonging and in the affective domain, how they feel.

**THE SAMR MODEL**

Dr. Ruben R. Puentedura



A model for understanding the different ways in which technologies can be implemented in teaching and learning.

A visual depiction of the SAMR Model from [https://commons.wikimedia.org/wiki/File:The\\_SAMR\\_Model.jpg](https://commons.wikimedia.org/wiki/File:The_SAMR_Model.jpg) and reproduced under Creative Commons license (CC-BY-SA)

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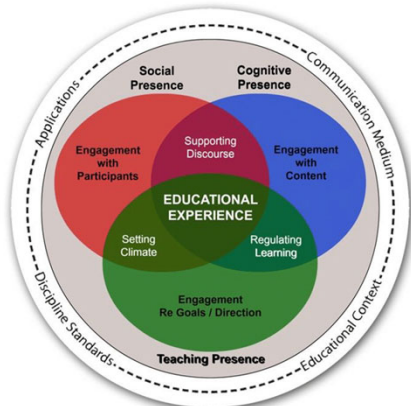
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▶ Let's Look at Blended Learning

The digital enables blended learning and whilst pedagogy is important, students place significant value in belonging and in the affective domain, how they feel.



How to understand the relationship between teaching presence, social presence and cognitive presence. These elements make up the "educational experience". Note the outer circle which provides for a broader context.

A visual depiction of the Community of Inquiry Model from <http://www.thecommunityofinquiry.org/coi> and reproduced under Creative Commons license (CC-BY-SA)

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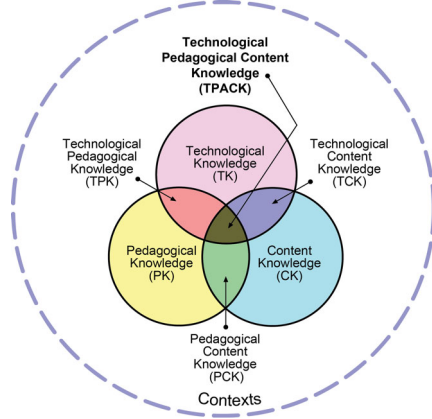
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## ▶ Let's Look at Blended Learning



The TPACK model provides a framework for considering how any particular technology might be used in the disciplines.



This model allows us to understand the relationship between technologies, pedagogies and the course content. How can technologies support pedagogical approaches that lead to e.g., student engagement, student learning, equitable experiences for all of our students.

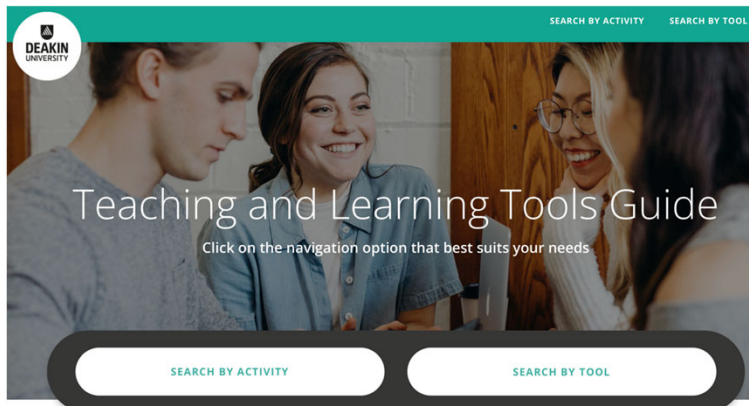
A visual depiction of the TPACK Model from <http://www.tpack.org> and reproduced under Creative Commons license (CC-BY-SA)

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## What Technologies Should we Use?





Search by teaching and learning activity or search by tool

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 **What Technologies Should we Use?**





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In the end, this is what it is all about – graduating students

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**► Thank You for Your Attention**

Feel Free to Get in Touch

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You can contact Joe at [j.grasso@deakin.edu.au](mailto:j.grasso@deakin.edu.au)



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