



Australian  
National  
University



SHOWCASE OF INNOVATIVE USE OF  
TECHNOLOGIES IN EDUCATION  
18-19 SEPTEMBER 2014

ANU College of  
Asia & the Pacific

# PROGRAM

## Thursday 18 September 2014

### Engaging India MOOC: Student intention and participation

Dr. Kim Blackmore

9.30am



The ANU's Engaging India Massive Open Online Courses (MOOC) ran from April to July 2014. The course draws on the breadth and depth of research expertise in India studies in the ANU College of Asia and the Pacific. The Hindi expertise of the teaching staff offered a unique opportunity to stretch the boundaries of the MOOC experience by providing the course simultaneously in English and Hindi. Enrolment reports from many MOOCs show that India is one of the biggest sources of students

outside of the USA, and indeed nearly half of the subscribers were from India. In this session you will explore the MOOC site. We will outline the course design and report on student intention and participation in the course.

Kim Blackmore is the Convenor of the Digital Learning Project (DLP) for the ANU College of Asia and the Pacific. The DLP promotes innovative use of online and multi-media resources to enhance the learning experience of our students on campus and across the global digital landscape. Key projects include the development of online and blended delivery Masters courses, and Kim relishes the opportunity the project provides to work with lecturers re-imagining their courses to use technology to facilitate learning.

**Australian Centre on China in the World, Auditorium**

### Engaging India MOOC: Moderating MOOCs

Dr Cathy Day  
and Mr Abhirav Bansal

10.00am



Cathy and Abhirav will discuss moderating multiple discussion forums in two languages: what went well, what was challenging and what was downright infuriating. They will touch on the limitations of the edX discussion platform, the diverse range of students and their expectations, student behaviour and the resolution of problems.

Cathy Day was an e-moderator on the ANU's Engaging India MOOC and has previously learnt online by undertaking UNE's fully-online Masters of Arts (Applied Linguistics). She has tutored undergraduate students at the ANU and the University of Canberra, and taught English in New Delhi. Cathy has a background in anthropology and has formerly worked in IT for the Australian Government.



Abhirav Bansal has completed Master of Business Administration from ANU and has taught Hindi Conversation classes to ANU post graduate level students as an Academic Tutor in ANU School of

Culture, History and Languages. Simultaneously, he was working as Hindi translator and e-moderator for the ANU's Engaging India MOOC. This involved translation of text, audio, video materials into Hindi language and verification of authentication of data as per context. Occasionally, addressed posts in the discussion forums and management part of MOOC as a project.

**Australian Centre on China in the World, Auditorium**

# PROGRAM

## Thursday 18 September 2014

### Engaging India MOOC: What have we learned?

Mr Glen Luttrell and Ms Denise Higgins

10.30am



The Engaging India MOOC ambitiously set out to push the boundaries of MOOC capabilities and as such, brought new challenges in course design and construction. Along with those challenges came insights about pedagogical design and student behaviour, and some valuable lessons in building a robust and functional course for a large student cohort. What were these lessons and how can they inform the design and build of future courses? In this session Denise Higgins and Glen Luttrell will discuss what Engaging India taught us about online education on a large scale and how we can apply this to smaller scale online teaching.



Glen Luttrell is the Technical & Logistics Coordinator for the Digital Learning Project at the ANU's College of Asia and Pacific. Glen has brought nearly 20 years of IT support experience and translating the technical to the everyman, to his current role of bridging the gap between teaching and the technical

- facilitating the use of new technologies in the teaching and learning experience. Earlier this year, Glen was responsible for coordinating content production and translation for one of the ANU's first EdX.org MOOC's "Engaging India" - which concluded its initial run in July, as well as numerous other projects to enhance the College's use of Moodle and other learning and mobile technologies.

Denise Higgins is a digital learning developer, currently working in the College of Asia and the Pacific at the Australian National University on masters level online and blended learning course development. She has extensive experience at the Australian National University having worked across the colleges of science in a strategic educational planning and curriculum development role. Prior to this she worked in the Centre for Educational Development and Academic Methods resourcing a range of academic communities of practice, and previously for the Learning Federation on the development of digital learning repository and learning objects for the Australian Schools sector.

**Australian Centre on China in the World, Auditorium**

### Blending the virtual and the real in national security: The development of the National Security College's blended graduate courses

Mr George Brenan and Mr Patrick Drake-Brockman

11.30am



The presentation will explore the background, pedagogical foundations and delivery of the NSC's blended academic courses. The presentation will look at how the NSC's blended learning program supports the ANU 2020 goals of "supporting innovative learning and teaching, including the appropriate use of technology". The presentation will explore the development of this year's course offerings, an assessment of their successes and shortcomings and where the NSC is looking to take blended learning in 2015.



George Brenan is the Director responsible for business strategy and development. His key focus is preparing the College for the longer term. He is a senior executive from the Australian Public Service on secondment to ANU. George's background is in regulatory management, operational management, business design and automation in a range of areas of government administration including national security (transport security),

economic regulation (employment and workplace relations, human resource management) and social regulation (child support, and employment equity). George is an associate of the Australian Institute of Company Directors and was for some years a chartered member of the Australian Human Resources Institute.

Patrick's current role at the national security college is to coordinate the implementation of the 2012 Commonwealth Review of the National Security College. Prior to this Patrick worked in the Department of the Prime Minister and Cabinet, specialising in information sharing and cyber policy. Patrick has worked in the Commonwealth Public Service for over 16 years in diverse areas including: information technology, critical infrastructure protection, computer emergency response team operations, and cyber security policy. In 2007, Patrick received the Deputy Secretary's award for his role in drafting the review of the E-Security National Agenda. Prior to his time in the Public Service, Patrick worked for Save the Children in Papua New Guinea providing IT training and support to non-government organisations in Goroka, Lae and Wewak.

**Ethel Tory Centre Laboratory 3 (Yellow Lab)**

# PROGRAM

## Thursday 18 September 2014

### Etext Project

Dr. McComas Taylor and Ms Roxanne Missingham

11.30am



In the age of MOOCs and digital learning, educational materials need to evolve rapidly to meet changing needs. Creating the first Australian open access etextbook has been an exciting venture which brings together new technology, new forms of learning and engagement with a wider world of learners. Electronic textbooks offer many advantages over paper texts: most obviously they offer scope for rich multimedia content and interactivity. In addition, they are instantly and globally available online, and can be distributed at no cost to the student. As they need only be downloaded once, advantages over websites include the fact that students need not be online to use them, and bandwidth and connectivity are no longer an impediment. The ANU has pioneered the creation, use and dissemination of electronic textbooks. Our first e-text, the first-year language course entitled 'the Joy of Sanskrit' was downloaded several hundred



downloads in the first two months of publication and has subsequently received glowing reviews. Analysis of its impact on learning will provide insights into the benefits of an electronic textbook and open access, this e-textbook will be demonstrated in our session.

McComas Taylor teaches Sanskrit in the School of Culture, History and Languages, CAP, and is firmly committed to finding better ways to teach one of the world's oldest languages.

Roxanne Missingham is University Librarian and Chief Scholarly Information Officer, Australian National University. She was previously Parliamentary Librarian and Assistant Director General, Resource Sharing Division, National Library of Australia. She has a long career in libraries and IT focused on the development of digital delivery and digital services. Formerly President of the Australian Library and Information Association (ALIA), she is currently convenor of the CAUL University Library Publishing Advisory Committee.

**Ethel Tory Centre Laboratory 1 (Blue Lab)**

### Engaging learners online

Ms Denise Higgins

12.00pm



A hands on workshop challenge in which participants will take a topic and through prompts and group brainstorming make a mini curriculum covering why, what and how students will interact with disciplinary content, resources, and processes and what they will know, do and value having completed the curriculum in an online learning environment.

Denise Higgins is a digital learning developer, currently working in the College of Asia and the Pacific at

the Australian National University on masters level online and blended learning course development. She has extensive experience at the Australian National University having worked across the colleges of science in a strategic educational planning and curriculum development role. Prior to this she worked in the Centre for Educational Development and Academic Methods resourcing a range of academic communities of practice, and previously for the Learning Federation on the development of digital learning repository and learning objects for the Australian Schools sector.

**Ethel Tory Computer Laboratory 4 (Red lab)**

# PROGRAM

## Thursday 18 September 2014

### Engaging First Year Indonesian Students for Online Learning

Ms Rachel Murphy and Ms Irene Budi. Prastiwi

12.00pm



This hands-on practical workshop is looking at the Indonesian course being prepared to go online in 2015, introducing the online tools being used to support and engage language learning, and giving a brief overview of the materials designed for the students to access before and after attending virtual face-to-face sessions.

Rachel Murphy, Digital Learning Developer in the DLP, with a background in Teaching languages at Secondary School at VET level, a keen interest in technology and its ability to engage students, a strong background in Social Media and the level of connectivity in today's society.



Irene is a native Javanese and Indonesian with more than a decade experience in language teaching in Indonesia, USA, and Australia. She is currently tutoring Indonesian courses at ANU and also involved in the development of the courses online. Irene was a Fulbright grantee for studying MA TESOL at San Jose State University, California.

In 2013, she gave a research-oriented presentation at TESOL International Convention in Dallas, Texas.

**Ethel Tory Centre Computer Laboratory 2 (Orange Lab)**

### Digital Storytelling as a Language Teaching and Learning Tool

Dr. Carol Hayes and Dr. Yuki Itani-Adams

1.30pm



Digital stories — with their cool combination of narrative, image and sound — provide a powerful way of developing student communicative skills. This presentation will explore the use of digital storytelling in language teaching (with examples from ANU's intermediate Japanese language classes) with the aim demonstrating one method of better engaging students in their language production. We will unpick some sample story narratives and discuss how students can use Digital Storytelling to express their emotions, beliefs and thoughts.

Dr Carol Hayes is a senior lecturer in Japanese language and literature in the School of Culture, History and Language in the College of Asia and the Pacific.

She teaches both Japanese language and courses about Japan in English ranging from literature, to popular culture and film. Her research interests include modern and contemporary Japanese poetry, cultural identity and the portrayal

of the Pacific War in literature and film. A winner of an Office of Learning and Teaching (OLT) National Teaching Excellence Award in 2013 and the ANU Vice Chancellor's Teaching Award in 2013, Carol also has a strong interest in eLearning and Japanese language teaching pedagogy, focusing on the relationship between flexible, online learning and, student motivation and effective second language acquisition.

Dr Yuki Itani-Adams is a lecturer in Japanese language and a Digital Learning Developer in the College of the Asia and the Pacific at the Australian National University, Australia. She has taught a variety of subjects in languages and applied linguistics fields at a number of Australian universities. Her research interests cover such areas as bilingual and second language acquisition with particular reference to Japanese and English, and second language teaching pedagogy. She was awarded the ANU Vice Chancellor's Award for Teaching Excellence in 2012, and an OLT National Citation for Outstanding Contribution to Student Learning in 2013.

**Ethel Tory Centre Laboratory 4 (Red Lab)**

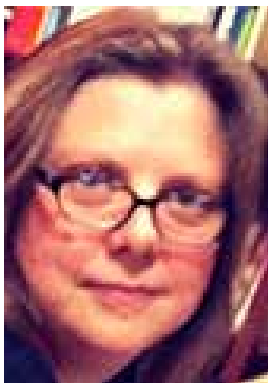
# PROGRAM

## Thursday 18 September 2014

### Digital badges: providing digital evidence for student achievement at ANU

Dr Inger Mewburn, Ms Emily Rutherford and Dr Katharina Freund

1.30pm



This presentation will introduce how digital badges can be used in higher education to verify student achievement, membership, or participation. As a digital credential verified by the university, badges provide students with evidence for resumes and social media profiles (such as LinkedIn). We will discuss how badges could be applied to professional development and 'soft skills' programs at the ANU, and give examples from our current OLT project on providing badges to HDR students. The challenges involved in implementing a cohesive credentialing system within a university will then be discussed.

Ethel Dr Inger Mewburn is the director of research training at ANU and has specialised in the study of research education since 2006. She is the founder and managing editor of the Thesis Whisperer Blog. Aside from editing and contributing to the Thesis Whisperer, she writes scholarly papers, books and book chapters about research students and their experiences. Inger is a regular guest speaker at other universities and in the mainstream media on research.

Ms Emily Rutherford is a trainer and administrator for the Graduate Information Literacy training program at the ANU Library. As a designer of library research skills and training at the Australian National University, she aims to bridge the gap between new digital technologies and the changing research needs of graduate students. In an increasingly online learning

environment, Emily's key role is investigating new ways to connect students to digital research collections and resources.

Dr. Katharina Freund currently works as a digital learning developer in the College of Asia and the Pacific, and researches and teaches digital media, communication, and education technology. Her current work focuses on remix videos, virtual worlds, social media, and authentic learning environments.

**Tory Computer Laboratory Number 2 (Orange Lab)**

### Maps online

Ms Jennifer Sheehan

2.00pm



CartoGIS has been an integral part of the College of Asia and the Pacific and the original School of Pacific and Asian Studies, for more than 50 years. We have produced hundreds of custom maps and diagrams for College staff and research students to meet specific publication, research and education needs. Our maps highlight a range of themes such as historical empires, ethnicity, election results, transport systems, military placements, historic battles, disputed borders and archaeological sites.

CartoGIS have spent the past 18 months raiding our digital map archives to identify and create detailed base maps of every Asia-Pacific country. These maps have become the fundamental core of our new MapsOnline database.

The site was developed to provide access to the plethora of base maps created by CartoGIS. The MapsOnline site now makes this continually growing repository available for download to the ANU community and the general public. ANU staff and students can also customise all of the maps to create a personalized version. During this session we will explore the MapsOnline site and discover how easy it is to log in, download and customize any of the available maps.

If you're looking for a map for your Wattle site, presentation, paper, book or thesis, this is the place to start.

Jenny studied cartography (BAppSc) at the Royal Melbourne Institute of Technology and has enjoyed a career in cartography in the private and government sectors and at The Australian National University. She has over 25 years' experience. Jenny has managed the CAP map collection for the past 10 years and holds an executive position with the Australia and New Zealand Map Society. Jenny has produced maps and diagrams for many major publications including the highly respected An Atlas of Australia's Wars published by Oxford University Press.

**Ethel Tory Computer Laboratory Number 3 (Yellow Lab)**

# PROGRAM

## Thursday 18 September 2014

### Building ideas with virtual walls

Dr Nick Cheesman

2.00pm



I convene courses that include specialist guest lectures about case studies. Students enjoy the guests' talks, but some previously said that a few of the lecturers assumed too much prior knowledge. The students wanted more (easily accessible and readable) preliminary information. I wanted them to do the research themselves. Enter Padlet, an online platform where students build virtual walls out of video, audio, documents, photographs and links to sites with information relevant to our course.

Working in groups, students find,

sort, post and organise material that they think their peers ought to know about before coming to a guest lecture. The best walls are not only rich in findings, but also in ideas.

They show evidence of thought and discussion around selection and organisation of contents. They achieve multiple learning outcomes.

In this talk, I will show some examples of Padlet walls from my classes. I will click through how to set up a wall, and how to make it accessible to other course participants. I will also offer some observations on my experiences to date with issues of guidance and assessment of students building walls.

Nick Cheesman is a Research Fellow at the ANU's Department of Political and Social Change. He convenes undergraduate courses in politics and security studies. He holds a graduate diploma and higher research degree in education. Over the last two decades he has taught in universities, high schools, non-governmental organizations and other settings in Australia, Myanmar, Thailand and Hong Kong. In 2012 he obtained a grant from the College of Asia and the Pacific with which to purchase iPads for use in courses run across the School of International, Political and Strategic Studies. The same year, he received commendations from the ANU for outstanding contributions to student learning, and for the best course Wattle site in the College. In addition to Wattle and Padlet, he routinely uses Socrative, Pirate Pad and YouTube in course delivery.

**Tory Computer Laboratory Number 1 (Blue Lab)**

### Using new tools to teach Javanese language

Dr George Quinn and Dr Katharina Freund

2.30pm



This presentation will demonstrate how a Javanese language course has been developed for blended and online delivery at the ANU. It will discuss the challenges involved in teaching complex respect language, and share how staging a play for the students to perform has been used to address these challenges. The development of ePubs, online activities, and formative assessments for the students will also be discussed, as well as how online delivery can be utilised to reach students outside of Canberra to study Javanese.

Dr Quinn has a BA (Gadjah Mada), MA (Wellington), PhD (Sydney) Adjunct Professor and Visiting Fellow, School of Culture, History & Language ANU College of Asia and the Pacific. His research interests are in the literature and popular culture of contemporary Java; patterns and sites of pilgrimage in Java and Madura; and the Catholic Church in East Timor. Dr Quinn's online textbook *The Indonesian Way*

is widely used in Australian universities and across the world. Currently he is completing an online textbook for the study of elementary Javanese.

Dr. Katharina Freund currently works as a digital learning developer in the College of Asia and the Pacific, and researches and teaches digital media, communication, and education technology. Her current work focuses on remix videos, virtual worlds, social media, and authentic learning environments.

**Ethel Tory Computer Laboratory 4 (Red lab)**

# PROGRAM

## Thursday 18 September 2014

### Turnitin Pedagogy

Ms Alison Cumming

2.30pm



A punitive approach to plagiarism prevention where 'catch-and-hang' is a primary means of prevention is based on the idea that plagiarism is a moral choice, a wilful flouting of the rules of academic integrity, or at best, laziness. If you consider plagiarism as a sign of weak skills in integration of academic sources, and underdeveloped identity as a writer, then Turnitin also becomes a powerful tool for developing these skills and identity. This session considers ways of using Turnitin

pedagogically to develop student writing and research skills, as part of a broad plagiarism minimisation strategy.

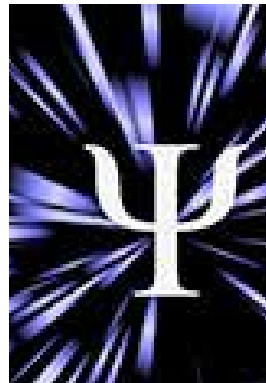
Alison Cumming Thom is the Director, Teaching and Learning at the Crawford School of Public Policy. She has been involved in teaching academic skills, research and other academic writing and in teacher development for more than 20 years, at The University of Canberra, Columbia University Teachers College and the ANU. Short-term projects developing courses and programs in these areas include the Civil Service College Singapore, the Royal Institute of Management Bhutan and Hitotsubashi University. She was responsible for the development of the plagiarism prevention strategy, including the introduction of Turnitin as a pedagogical and prevention tool at the Crawford School in 2006. She currently works, with great teams, to develop and support great teaching and education experiences across the Crawford School.

**Ethel Tory Computer Laboratory Number 2 (OrangeLab)**

### Teaching the Future of Psychological Research

Ms Lisa Steward

3.30pm



"The future is already here. It's just unevenly distributed." - William Gibson, *Neuromancer*

Psychological research activity on the web has exploded in recent years. However academics are largely unaware of the range of online research resources available to them or the potential pitfalls. This course introduces students to a range of practical technological techniques and develops critical thinking skills that they can apply in whatever their own futures may be. Incorporating

online technologies, this course teaches methods for the design and conduct of psychological research on the web. Topics include: current and emerging trends in technological resources; privacy, data security and related human ethics issues; project management methods and research planning skills; basic network concepts and programming practices; text and data mining; and data visualization. We've explored how crowdsourcing research participants online is extending our understanding of different cultures and challenging how we, as researchers, define what are "normal" human perceptions and behavior. We've visited one of many virtual world psychological counselling centres where real world individuals can receive anonymous, psychological support. And we've learned about data security issues that challenge current thinking about research participant privacy. In sum, this digital research course teaches students crucial skills that they'll need to thrive in our rapidly evolving age of information.

Lisa E. Stewart has over fifteen years professional experience as a software, web, and database developer in academic and industry environments. With more than a decade of research experience in the physical, biological and social sciences she has developed and implemented a wide range of online research recruitment, survey and behavioural study instruments including two eResearch software systems (one patent awarded and the other pending). Her current research focuses on the development of cross-cultural decision-making models.

**Ethel Tory Centre Laboratory 3 (Yellow Lab)**



# PROGRAM

## Thursday 18 September 2014

### Rethinking Curriculum for Online Learning

Ms Rachel Murphy and Ms Denise Higgins

3.30pm (1 hour session)



A hands on workshop challenge in which participants will take a topic and through prompts and group brainstorming make a mini curriculum covering why, what and how students will interact with disciplinary content, resources, and processes and what they will know, do and value having completed the curriculum in an online learning environment.

Rachel Murphy, Digital Learning Developer in the DLP, with a background in Teaching languages at Secondary School at VET level, a keen interest in technology and its ability to engage students, a strong background in Social Media and the level of connectivity in today's society.



Denise Higgins is a digital learning developer, currently working in the College of Asia and the Pacific at the Australian National University on masters level online and blended learning course development.

She has extensive experience at the Australian National University having worked across the colleges of science in a strategic

educational planning and curriculum development role. Prior to this she worked in the Centre for Educational Development and Academic Methods resourcing a range of academic communities of practice, and previously for the Learning Federation on the development of digital learning repository and learning objects for the Australian Schools sector. She has project managed a number of externally funded educational research projects including the Office of Learning and Teaching funded, Teaching research — evaluation & assessment strategies for undergraduate research experiences project. Her research interests include curriculum design, communities of practice, student centered learning and assessment practices, and reflective and dialogic practice.

**Ethel Tory Centre Computer Laboratory 1 (Blue Laboratory)**

### DLP Resource Book Workshop

Dr Haley Jones

4.00pm



The CAP DLP is curating a collection of digital teaching resources. The collection will make the process of meaningfully incorporating online elements into courses as easy as possible for lecturers, new and old. We will be providing the WHYs of incorporating a tool or technique into your course, along with the HOWs, providing one or more options which may be more or less appropriate for the exact nature of your course, its specific learning outcomes, and your student profile. In this workshop we

will showcase the project so far, allowing participants to explore the current content, and strongly encourage feedback on the current content, layout and navigation for incorporation as the project evolves.

Dr Haley Jones has worked for more than 19 years in academia, lecturing for more than 10 years in the Research School of Engineering at the ANU. For the past two years she has been working in the personal development space, writing a soon to be published book, giving talks to senior school students and developing and running workshops. She has recently begun working as a digital learning developer in the DLP in CAP. This allows her to utilise her skills and knowledge from her many years of experience in the education sector combining the very analytical area of engineering with the more human side of personal development.

**Ethel Tory Centre Computer Laboratory 4 (Red Lab)**

# PROGRAM

## Friday 19 September 2014

### ANU Online Roadmap

Mr Richard Robinson

9.30 am



The Australian National University has typically delivered most of its teaching face-to-face. ANU Online is a technology supported initiative that aims to create a platform to allow the University to take a new look at its programs and delivery. This presentation will discuss the implementation roadmap for ANU Online and what we're hoping to achieve over the next 2 years.

ANU Online Lead, The Australian National University

Richard is responsible for the

university's enterprise education technology platform and is the lead for ANUx. He is passionate about transforming education via innovative education technologies and ensuring that people are included in their design of their change journey. Richard has experience in leading business analysis and project management for organizational change projects in the higher education sector. He previously worked at Monash University implementing enterprise IT Solutions - including learning management systems, student and staff collaboration and communication platforms. Jenny Sheehan has managed the CAP map collection for the past 10 years and holds an executive position with the Australia and New Zealand Map Society. Karina Pelling has been working in CAP for several years and has produced maps and diagrams for print and online publications. Kay Dancey currently manages the CAP Multimedia Services unit and has interests in cartographic design, geospatial information systems (GIS) and emerging technologies.

**Ethel Tory Centre Computer Laboratory 3 (Yellow Lab)**

### How to flip the language classroom using poll software

Dr Malba Barahona

9.30am



This presentation will assess some potential uses of polls for language teaching. I will explore how language teachers can use polls when introducing new material, in stand-alone teaching sessions or as a reflective tool to enhance learning. One specific instance of polling

Malba Barahona is an educational researcher and a language educator with a vast experience in teaching Spanish and English as foreign languages. Her research interests include second language

teacher education, second language acquisition, critical applied linguistics, Cultural Historical Activity theory, emerging technologies and innovative pedagogies. Currently, she teaches Spanish language at the Australian National University and second language acquisition to prospective language teachers at the University of Canberra.

**Ethel Tory Centre Laboratory 2 (Orange Lab)**

### Echo360 Personal Capture

Ms Sherry Lo

10.00am



Echo360 is a commercial off the shelf product, which can capture the audio and video of the lectures. Digital Lecture Delivery (DLD), an ANU home-grown system, will be gradually phased out after the introduction of Echo360. In addition to the normal classroom capture, Echo360 offers another option called Personal Capture. Personal Capture allows lecturers to create pre-recorded lectures or assist the flipped classroom delivery. This session will be a demonstration of how Personal

Capture works and a discussion of how Personal Capture can be used to assist teaching and learning.

Learning Management Technology Specialist, ANU Online Sherry is responsible for designing, developing and delivering the training materials for ANU Online, including face-to-face training, writing training materials and building online resources. Sherry played a key role in the Turnitin project, and will continue to coordinate training events for projects in the ANU Online roadmap, including Echo360.

**Ethel Tory Centre Laboratory 4 (Red Lab)**

# PROGRAM

## Friday 19 September 2014

### “There’s An App For That!... Using Mobile Devices to Improve Audience Engagement”

Mr Glen Luttrell

10.00am



The College of Asia & the Pacific is working to improve audience engagement for attendees at lectures, seminars, conferences and other events by using the mobile devices that attendees are already bringing along. This workshop will discuss the different methods and tools that have been used over the last few years at our annual Asia Pacific Week conference and how we brought these tools together using the Guidebook Event App.

The methods and tools fall into three categories: 1. Multimedia and interactive content for presenters. 2. Interactive tools for the audience such as “Poll Everywhere” and “Google Moderator” 3. Social media interactivity through Twitter and Facebook. The workshop will cover the lessons learned from trying each of these and how these lessons have been applied in other settings.

Glen Luttrell is the Technical & Logistics Coordinator for the Digital Learning Project at the ANU’s College of Asia and Pacific. Glen has brought nearly 20 years of IT support experience and translating the technical to the everyman, to his current role of bridging the gap between teaching and the technical - facilitating the use of new technologies in the teaching and learning experience. Earlier this year, Glen was responsible for coordinating content production and translation for one of the ANU’s first EdX.org MOOC’s “Engaging India” - which concluded its initial run in July, as well as numerous other projects to enhance the College’s use of Moodle and other learning and mobile technologies.

**Ethel Tory Centre Laboratory 1 (Orange Lab)**

### Gamifying your course

Mr Colin Simpson

10.30am



Adding game elements to your teaching practice can give your learners a more meaningful and engaging educational experience. “When you strip away the genre differences and the technological complexities, all games share four defining traits: a goal, rules, a feedback system and voluntary participation” – Jane McGonigal, Reality is Broken

We already use game elements in teaching practice every day. Courses have rules – if you successfully complete the assessments, you pass the course. If you don’t do your own work, you fail. We provide feedback about the learner’s progress. Courses have goals – if you work hard and demonstrate a higher level of understanding of the concepts, you will get a higher grade. Learners voluntarily participate in their education. How else might game elements be used in enhancing teaching and learning? Badges, completion tracking and progress bars can offer fast and effective feedback to learners about their development. Problem-based learning and scenarios can provide opportunities for learners to construct their own knowledge and share it with their classmates. Designing courses with an awareness of “player types” can deepen immersion and engagement. This presentation will examine some of the cognitive principles underpinning game-based learning and provide you with practical ideas, activities and tools that you can implement immediately. Dr Catherine Summerhayes is the Advisor for Graduate Studies in Film and New Media Studies School of Cultural Inquiry College of Arts and Social Sciences Australian National University. Dr Summerhayes areas of research include new media/audio-visual studies, documentary studies, cultural studies and theatre/performance studies: with a specific focus on relationships between creative practice and narrative/cultural meanings available in audio-visual communication.

Colin Simpson has researched and written extensively about the use of game elements in education since 2007. He is an eLearning Designer at the Canberra Institute of Technology and tweets as @gamerlearner.

**Ethel Tory Centre Laboratory 3 (Yellow Lab)**

# PROGRAM

## Friday 19 September 2014

### Designing online quizzes as a learning tool: Practical experience from a technical course

Dr. Long Chu

10.30am



Assessment should not only be just and fair, but also pro-learning and formative. Pro-learning assessment must meet a number of objectives, some of which are unfortunately conflicting. For instance, it must encourage knowledge-sharing and group-work, but discourage free-riding. Its contents should be unambiguous and specific, but must reflect general analytical thinking rather than manual skills. Assessment should take into account

the consistency in study effort and the ability to learn from errors, rather than only one-off games. Online quizzes, when appropriately designed and combined with standard exams, can be a solution, or at least part of it. This presentation will share some experience in designing online quizzes, not only as an assessment tool, but primarily as a facility to support teaching and learning. Glen O'Grady is the Deputy Director for The Centre for Higher Education, Learning and Teaching (CHELT). He has published and presented numerous papers on assessment including a national study on examination practices across Australian Universities.

(Hoang) Long Chu is a senior lecturer in the Crawford School of Public Policy at the Australian National University. He is an editor of Asia & the Pacific Policy Studies and a member of the executive board of the International Society of Vietnam Economists. Long has been teaching postgraduate courses Mathematical Methods in Applied Economics, Masters Microeconomics and Applied Economic Dynamics. His research specialises in applied modelling in economics and one of his publications won the 'Eureka Prize for Water Research and Innovation'

in 2011. Before joining the University, Long worked as an exchange rate policy specialist at the State Bank of Vietnam.

**Ethel Tory Centre Laboratory 2 (Orange Lab)**

### Moving From a Paper-based Portfolio to a Moodle-based Portfolio Using Only Core Moodle Modules

Ms Lyndall Thorn

11.30 am



This presentation will explore how the ANU Medical School moved from a paper-based Portfolio in 2013 to a Moodle-based portfolio in 2014, using only core Moodle modules, the lessons learned, the keys considerations for such a move and where we go from here. While the rest of the ANU has been using Moodle (aka Wattle) for some years, the Medical School is relatively new to Moodle, launching our Moodle site in 2013. At the end of 2013 ANU upgraded from Moodle 2.2 to 2.5,

adding an extra level of complexity to the novice user group. Initial attempts to move the Year 4 Portfolio to Moodle in 2013, using only the Assignment module, met with limited success. The lessons learned were applied and in 2014 the entire Phase 2 portfolio and Clinical Skills Logbook moved to Moodle and utilise a variety of Moodle modules (Book, Assignment, Database, Forum, Choice, Glossary, Feedback and Quiz).

Lyndall started at the ANU Medical School as the Clinical Skills Manager in 2010. She started working with Wattle when the Medical School moved over from Medonline. Prior to working for the ANU she worked as a Theatre nurse at the Liverpool Hospital and in a number of different clinical and management roles at the Bankstown-Lidcombe Hospital. She has a Bachelor of Nursing from USW Macarthur, a Graduate Certificate in Orthopaedic Nursing from the NSW College of Nursing (now the Australian College of Nursing) and a Masters Degree in Health Sciences (Nursing) from Charles Sturt University.

**Ethel Tory Centre Laboratory 4 (Red Lab)**

# PROGRAM

## Friday 19 September 2014

### Video for Assessment and Engagement in Blended Delivery Courses

John Hardy

11.30am



There are a variety of ways to incorporate video in blended delivery courses. Video can be used as a means for students to exercise agency and self-authorship, as a means for students to engage with and assess their peers, as a reflective tool, and as a way to address frequently asked questions. This presentation compares the use of video as learning activities, assessments and simple instructions in three blended units from the ANU and Macquarie University. It also

demonstrates the use of video-based assessments in a Moodle workshop for 360 degree peer and self-reflection as a learning and assessment activity.

John joined the National Security College as a Research Fellow and lecturer in February 2014 having commenced his doctoral candidacy with the NSC in 2010. Prior to joining the ANU, he completed a Master of Letters at the University of Sydney, majoring in Peace and Conflict Studies and completing a treatise on state-building in post-conflict environments. John also has Master's degrees from Macquarie University and a BA from Griffith with a double major

in Asia-Pacific studies and History and Politics. John is an Associate Lecturer at Macquarie University and has taught at the ANU, the University of Canberra and the University of New South Wales (ADFA). He has served as a Research Associate at the University of Canberra and the Lowy Institute for International Policy's MacArthur Asian Security Project.

**Ethel Tory Centre Laboratory 1 (Blue Lab)**

### ECARx: Early Career Academic Researchers' Experience using E Portfolios

Dr. Iain Hay and Dr. Misty M. Kirby

12.00pm



In the field of education, portfolios, and increasingly electronic portfolios (ePortfolios), are being used as tools for assessment, reflection, and evaluation. As ePortfolios make their way into other fields and disciplines, there has not been much traction for its use in higher education for academic staff to use in their annual reviews or for promotion. This presentation will highlight ways in which four early career academic researchers (ECARs) in Education experienced ePortfolio as a tool in preparation for their annual performance development review (PDR) in an Australian university. Our findings support the notion that ePortfolios can be used as a tool to aid in dynamic, relevant, authentic and ongoing annual review preparation and that ePortfolios offer many affordances as a vehicle for professional growth. Importantly, findings indicate that the ePortfolio allowed the task and space for individual and group exploration, which aided in the valuing of

scholarly work and worth. Flexible, dynamic supports are called for by some ECARs as a means of scholarship and career development support, especially in light of a press for rigorous research that is practical and useful for both policymakers and practitioners. For some ECARs, this support may be in the form of using ePortfolios to manage career progression and growth.

Iain C. Hay (PhD) is an Assistant Professor of Education in the Faculty of Education, Science, Technology and Mathematics at the University of Canberra, Australia. He currently teaches in the under-graduate and post-graduate teacher education programs. His research outputs have had direct impacts on the development of social policy as well as informing government policies in the area of student support and wellbeing. Areas of research interest include: Education technologies; Pre-service Teacher education; teaching clinics/microteaching; early childhood and primary science and technology education; Student welfare/wellbeing and Support; Adolescent sexuality; gender studies; teenage pregnancy and motherhood; queer studies; critical discourse analysis; social justice in education. He was the recipient of the Australian Teacher Education Association (ATEA) Research Excellence Recognition Awards for Early Career Researchers in 2009. He has served on a number of editorial boards nationally and internationally and has been a visiting scholar to the University of British Columbia (May-June 2010) and is currently an Adjunct Professor at York University in Toronto (May – July 2014). He is also an associate member of

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the Centre for Leadership and Diversity (CLD) in the Department of Theory and Policy Studies at Ontario Institute for Studies in Education (OISE) at the University of Toronto.

Misty M. Kirby, Ph.D. is passionate about improving students' life chances through effective education leadership and high quality, optimistic learning environments around the globe. She works as an Assistant Professor, teaching courses in Education Leadership and Change with Masters and Doctoral students, Doctoral Research Methods, as well as courses in Teacher as Researcher with Teacher Education Undergraduates. She is a former Secondary English classroom teacher, having taught years 6-11 (in the USA: MS, NY, VA), in public schools and in two institutional settings (juvenile detention centre and a prison for young men). Dr. Kirby has sparked international interest in ECARx this year at conferences like the Higher Education Research and Development Association (HERDSA) in Hong Kong, the Mahara Hui in Wellington, New Zealand, and the European Council for Education Research (ECER) in Porto, Portugal.

### Ethel Tory Centre Laboratory 3 (Yellow Lab)

### A tour of Second Life: 3D virtual world simulations and their applications for teaching

Dr. Katharina Freund

12.00pm



This presentation will give a live demonstration of the virtual world known as Second Life. Virtual worlds, where participants use avatars to talk and interact in 3D environment, have been used by educators for more than ten years for online learning and simulation. We will take a tour of some of the most interesting locations in Second Life, including Shakespeare Village, the Spaceflight Museum, Venice, 1920s Berlin, and the Da Vinci Gardens as well as university campuses and teaching

spaces. After demonstrating Second Life, this presentation will discuss how it can be used for language learning, simulation, role play, and "face-to-face" interaction while online. Then, we will discuss how Second Life might be applied to teaching at ANU, and consider the key issues when teaching using virtual worlds, such as the technical skills required to teach using this technology.

Dr. Katharina Freund currently works as a digital learning developer in the College of Asia and the Pacific, and researches and teaches digital media, communication, and education technology. Her current work focuses on remix videos, virtual worlds, social media, and authentic learning environments.

### Ethel Tory Centre Laboratory 2 (Orange Lab)

### Innovative ways to visualise research and teaching material.

Ms Karina Pelling

1.30pm



CartoGIS has recently developed some attractive and innovative ways to visualise research and teaching material. Well-conceived visuals can have tremendous impact and help viewers to understand a concept; they can also be tied into learning outcomes in online and blended courses. While the unit continues to produce traditional, high quality maps and diagrams for use in publications, websites, presentations and lectures, we now also work with our colleagues in the Digital Learning

Project (DLP) team to make interactive visualisations available for use in online educational delivery. Our products also featured in the recent India MOOC. I will be showing some examples of these innovative and interactive visualisations to demonstrate the types of products now available. Ethel Tory

Karina Pelling BA (UCT), Karina's qualifications include advanced diplomas in spatial sciences and electronic design. She has worked in government and education sectors producing cartographic and multimedia products in support of education and research. Her university language studies led to an abiding interest in human and social geography. Karina's current interests include interactive maps and diagrams, traditional maps and diagrams for publications/lectures/websites, and the use of GIS technology to display and analyse geographic, social and political data.

### Computer Laboratory 3 (Yellow Lab)

# PROGRAM

## Friday 19 September 2014

### Academic Skills support using Wattle and Tymwise

Ms Anne Patching

1.30pm



The three person Academic and Research Skills team at the Crawford School of Public Policy supports up to 900 post graduate coursework students. We support students in two five-week Introductory Academic Programs before the start of each semester, where new international students experience the teaching and learning activities of the school. We also support students during the semesters through weekly Academic Skills workshops and individual consultations. We use two main

technologies to communicate and engage with students. Wattle is used to post Academic and Research Skills resources and materials. Tymwise is used as an online consultation booking system, with useful additional facilities, including sharing information and notes from consultations and providing data for reports on staff performance and service analysis.

Team Leader, Academic and Research Skills at the Crawford School of Public Policy, ANU College of Asia and the Pacific. The Australian National University

**Computer Laboratory 2 (Orange Lab)**

### The Good, The Bad, and The Video: The Possibilities of Video in Education.

Mr. Rafael Florez, Mr. Carl Reinecke and Mr. Joshua Owen

2.00pm



This presentation is designed to introduce the media production team of the DLP and give audience members an idea of how they can include video content in their courses. To effectively communicate the strengths and weaknesses of video we will split our talk into three sections and go through them one by one from an educational perspective.

The first section will begin with an introduction of video as a format, giving brief examples and statistics of how people are already consuming and interacting with video. From there we will move on to some examples from both online sources and media we have created internally and attempt to illustrate the factors that make for an effective or ineffective piece of media. Finally we will finish with an explanation of who we are, where we fit into the DLP, and the kind of work we can assist with.



Throughout our presentation we will place special focus on the ease and benefits of incorporating audio and video media into courses to try and make it as appealing as possible to lecturers. It is our aim that by the end of our presentation audience members will leave with a greater understanding of how they can incorporate media into their classes, and will consider it as an option next time they are building a course or lesson.



Rafael is media producer from Canberra; a graduate and former tutor from UC with specialization in editing, his focus is in how to

push the medium of video in new ways to more effectually communicate ideas. Having worked in the commercial and freelance worlds, he brings this experience to the DLP's media team.

Carl is in his fifth year of a combined Bachelor of Arts (Hons)/ Bachelor of Digital Arts. Focusing on narrative video Carl has a strong background in short film, music videos, and online video production. Carl works part-time in the DLP's media production team.

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Josh is a student currently in his third year of the ANU School of Art's Digital Media degree. He has a background in video and audio production, with a focus on editing and video art. After completing a short contract editing a series of video lectures for the National Security College in early 2014, Josh is now employed as part of the DLP's media production team.

**Ethel Tory Centre Laboratory 4 (Blue Lab)**

### Wattle/Moodle Site Design

Ms Francoise Muller and Ms Jie Li



#### 2.00pm (1 hour session)

An often overlooked, but very important aspect of online course construction is that of aesthetic design. Building a course that is easy to navigate, logically set out and attractive to look at, enhances the student engagement and enables an improved learning experience, but just as importantly a course lacking good design can hamper a student's interaction and their ability to get the most out of a course.

In this workshop, we will demonstrate and discuss a number of simple design principles, such as minimising clutter and enhancing using colours and fonts, and discuss how applying these techniques can improve the online teaching experience for student and lecturer alike.

Francoise Muller is a designer she is part of the Digital Learning Project team (DLP) at the ANU's College of Asia and Pacific. She has a bachelor of art and an advanced diploma in digital imaging and electronic design.

She has extensive experience in

graphic design, illustrations, e-learning and multimedia.

Jie Li is a developer; she has a double master degree in computing and information technology. She is part of the Digital Learning Project team (DLP) at the ANU's College of Asia and Pacific. Jie develops program and web application for CAP ANU online courses.

**Ethel Tory Computer Laboratory Number 1 (Red Lab)**

### Practical Exercise: Presenting to Camera

Mr. Rafael Florez, Mr. Carl Reinecke and Mr. Joshua Owen

2.30 pm



This presentation will be a practical workshop in which we will take the audience through some of the steps of how to present to camera. We will attempt to shed some light on the little tips and tricks that can make a huge difference when presenting to camera. We will cover issues like pace of delivery, what subjects work best in the video format, and even what kind of clothes to wear while shooting. We will end with a quick look at our video production guides, location guides, and other resources that we are currently working on, as well as showing how these files can be accessed.



**Ethel Tory Computer Laboratory Number 4 (Blue Lab)**





# PROGRAM

## Friday 19 September 2014

### What if...

Ms Grazia Scotellaro

3.30pm



What if...It goes without saying that teaching in a technology rich environment offers a lot of opportunities and rewards. Yes it is true that requires you to be well prepared and organized and that technology not always cooperates when needed. It would be so easy if everything always goes according to plan, technology did not let you down on crucial times and last minute problems did not happen ... but the reality is that even the most tech savvy of us experience problems

and issues that just come out of the blue. In this presentation I will share some “what if “ solutions that you can keep handy for those “what I am going to do now” times and have proven to be useful on many occasions.

Grazia Scotellaro is currently a Digital Learning Adviser for the College of Asia and the Pacific at the Australian National University working with the DLP team. Her passion and love is languages and using technology to inspire, motivate and engage students, but in the past and current role she has helped teachers and academics in a variety of fields to embrace technology in teaching and learning.

**Laboratory Number 1 (Blue Lab)**

# CONTACT US

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