

INNOVATE  
& EDUCATE | Teaching & Learning  
Conference by Blackboard  
2015 Adelaide  
24 - 27 August

# Bringing Together Internal and External Students on Blackboard

Brett Fyfield, Instructional Multimedia Developer, QUT

# Blended Learning?

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“almost anything can be seen as blended learning, and consequently that use of the term does not help us to understand what is being discussed.”

Oliver, M., & Trigwell, K. (2005). Can 'Blended Learning' Be Redeemed? *E-Learning and Digital Media*, 2(1), 17–26.  
<http://doi.org/10.2304/elea.2005.2.1.17>

# Blended Learning?

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Blended Learning approaches lie on a continuum from fully online to face to face.

Partridge, H., Ponting, D., & McCay, M. (2011). Good practice report: Blended learning. Retrieved from <http://eprints.gut.edu.au/47566>

# Blended Learning?

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1. Web supplemented
2. Web-dependent
3. Fully online

Gosper, M. (2011). OLE Position paper: Models for online, distance, flexible and blended learning. Retrieved from <http://www.deakin.edu.au/itl/assets/resources/research-eval/projects/altc-ole/papers/models-final.pdf>

# Enrolment modes?

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1. Face-to-Face
2. Online
3. Continuing Professional Education

# Enrolment modes?

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1. Face-to-Face (Internal)
2. Online (External)
3. Continuing Professional Education  
(Internal/External)

# Face-to-Face

A student that enrolls internally, is normally expected to attend lectures but may choose to sit at home and watch lecture recordings. Increasingly is a student that comes to campus yet doesn't attend.



# Online

A student that is never expected to turn up for lectures, but may engage with other students in the course, and apply learnings in authentic situations face-to-face. Sometimes sits in the back of the lecture theatre.





# Continuing Professional Education

Most welcome to attend lectures and participate in group work, but not expected to submit assessment. Usually engaged in full-time work and supported financially for study through the employer. Most vocal participant in online forums.



# Was this the first time you met IRL?

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"We don't say IRL,  
We prefer to use AFK.  
The internet is for real."

Peter Sunde - co-founder of The Pirate Bay, responding to a prosecutor's question.

# The Context

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- Science and Engineering Faculty, QUT
- The School of Civil Engineering and Built Environment
- Graduate Certificate and Master of Project Management

# The Context

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- Changes to the Course to make it AQF compliant
- Reaccreditation process with Global Accreditation Centre of the Project Management Institute
- Desire to remain competitive and reach out to new markets

# The Challenge

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- Now 12 subjects whereas previously 8.
- Reorganisation of the curriculum in the first semester, to enable the completion of the Graduate Certificate in 6 months full time.
- Two foundation units now offered intensively in consecutive six week blocks.

**Graduate Certificate of Project Management Units (assessment as per UAB approved unit outlines)**

	beginning	23/02/2015	2/03/2015	9/03/2015	16/03/2015	23/03/2015	30/03/2015	6/04/2015	13/04/2015	20/04/2015	27/04/2015	4/05/2015	11/05/2015	18/05/2015	25/05/2015	1/06/2015	8/06/2015	15/06/2015	22/06/2015		
Week		1	2	3 (1)	4 (2)	5 (3)	6 (4)	Sem break (5)	7 (6)	8 (7)	9	10	11 (1)	12 (2)	13 (3)	Study break (4)	Exam period (5, 6 & 7)			Total assessment	
Assessment					QUIZ / TEST online				Business Case Hand in / Group Presentations					QUIZ / TEST online					PMP Hand in / PRESENTATION		6
Unit				PM ESSENTIALS 1							PM ESSENTIALS 2										
Content				<b>Intensive 1 (Wed,Thu&amp;Sat)</b> Intro Projects & PM The Business Case Scope Stakeholder Management	<b>Intensive 2 (Fri&amp;Sat)</b> Time Management Project Cost Management Risk Management Quality Management			<b>Intensive 3 (Fri&amp;Sat)</b> HR Management Communication management Integration management					<b>Intensive 1 (Fri&amp;Sat)</b> The big picture Systems thinking	<b>Intensive 2 (Fri&amp;Sat)</b> Project development Delivery methodologies Procurement management Project Control, monitoring, reporting, governance				<b>Intensive 3 (Fri&amp;Sat)</b> Commissioning, handover and acceptance Lessons learned and benefits realisation			
Assessment																					3
Unit				SYSTEMS AND PROJECTS																	
Content				What is a system? Thinking approaches Programmes & portfolios	Integrating with key corporate systems Social and ethical responsibilities	Concepts of integration PMBOK	Scope and quality managemen t		Time and cost management	The project integration challenge	Risk managemen t	Stakeholder and communicati ons managemen t	Planning, monitoring and control	Systems in PM how integration processes have been used	Case study presentation support						
Assessment				QUIZ/TEST						ESSAY				PROJECT						3	
Unit				PEOPLE AND PROJECTS																	
Content				<b>IND</b> Performance Attitude Perception Motivation				<b>TEAMS</b> Comm Conflict Negotiation					<b>ORG</b> Culture HR Ethics  HR & IR Legislation								
Content	Individual behaviour and performance	Perception of self and others	Workplace emotions attitudes and job satisfaction	Motivation at work and getting the best out of your people	Team dynamics	Communicat ing in project teams			Conflict and negotiating in projects	Leadership and influence in projects	Project culture	Employment relationships	HR and projects	Ethics and social responsibility	Looking ahead						

# The Design Brief

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From the ADLT:

“Show them what is possible on Blackboard”

From the HOS:

“Give the units a consistent look and feel”

From the teaching staff:

“What do you mean ‘live video lecture’?”

# Show them what is possible on Blackboard

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- I was hired by the ADLT for my background in education and in multimedia.
- Thankfully I've been able to combine those two passions in this role as an instructional multimedia developer.
- The role is partially funded by Faculty and the School with a 60:40 split.



**Camera and Voice**

Brett Fyfield

**Five Steps To Ace The JLPT At Any Level.ppt**

Do the hard yards.

**Attendees (15)**

- Brett Fyfield
- 'Jamila' J.A.
- C Chien
- clear m
- Jeff Smith
- kaan yaprak
- Kara Casto
- Man C.
- manyamy .
- natasja kamm
- Nathan B
- Philip Seyfi
- Riitsa Byers
- Senaa ^^
- Will P.

**Five Steps To Ace the JLPT**

Welcome!

1. Know yourself
2. Know the terrain
3. Train your weaknesses
4. Race your strengths
5. Stay fresh

Wrap up

**Chat**

'Jamila' J.A.: \*lc  
 Nathan B: that's the killer....the kanji readings...but do you need to know the kanji, or just the compound vocab they form?  
 'Jamila' J.A.: yeah, i missed that question, too. glad y'all brought that back up  
 Jeff Smith: oh that's horrible

23:04 / 55:23

## 5 Ways to Pass the JLPT at Any Level

**edu Fire** Live Video Learning  
 Subscribe 406

31,591

Add to Share More

32 25

Uploaded on Nov 19, 2009  
<http://edufire.com>

Brett takes us through 5 ways you can pass the JLPT (Japanese Language Proficiency Test), no matter what level you're shooting for (JLPT1, JLPT2, JLPT3, JLPT4). This class focuses on test-taking techniques for the

- Up next** Autoplay
- Japanese lesson JLPT N2 文法 実戦問題 Part 7 #1-1 with Takekan [Learn Japanese #1-1]**  
 by nihongonomori Japan  
 35,458 views
  - 10 Steps to Running a Knockout Webinar**  
 by edufire  
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 by edufire  
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 by edufire  
 697 views
  - Pursuing Your Passion in Business**  
 by edufire  
 1,158 views
  - えくぼ 日本語基礎 Ekubo Basic Japanese lessons**  
 by nihongonomori Japan
  - Japanese Language Proficiency Test (JLPT) N5 Kanji List**  
 by Nihongo Suki  
 11,478 views
  - How to pass the JLPT N2 Test! (Textbook Breakdown)**  
 by OkanoTV  
 11,946 views
  - How To Learn 2000 Japanese Kanji In Only Two Months**  
 by TkyoSam  
 98,135 views
  - Japanese lessons! [日本語の森] JLPT N2 Grammar (1/22) Subtitle Version**  
 by nihongonomori Japan  
 25,216 views
  - Module 5 The Tenses - Past, Present, Future - Japanese Sentence Formula - Japanese**  
 by jstakfulable  
 28,500 views
  - The Secret to Learning Japanese! Amazing!**  
 by ToFuGu  
 359,504 views

# Give the units a consistent look & feel

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- Learning design is not graphic design.
- I'm a developer anyhow :-)
- It is a minimum expected deliverable.

I can focus on:

Bringing Together Internal and External Students on Blackboard

# Unit Banners

I can do “x” this time, but I would much rather have a conversation with you about “y”.

## Graduate Certificate of Project Management – Unit Banners



## Masters of Project Management – Unit Banners



- ▼ People and Projects (PMN504\_15se1) ▲
- Announcements
- Unit Details
- Learning Resources
- Assessment
- Tools
- Contact Us
- Feedback
- ePortfolio



## Learning Resources

### Unit Map

	Topic	Resources	Activities	Assessment
Week 0	<p><a href="#">Pre-reading before Week 1</a></p> <ul style="list-style-type: none"> <li>• Overview of unit content, assessment and unit map.</li> <li>• Familiarisation with Blackboard Collaborate.</li> <li>• Preparing for critical reflection with your unit journal.</li> </ul>		<p><a href="#">Introduction</a></p> <p>Post an introduction to yourself in the discussion forum.</p>	
Week 1	<p><a href="#">Individual behaviour and performance</a></p> <ul style="list-style-type: none"> <li>• Types of individual behaviour</li> <li>• Values (individual and across cultures)</li> <li>• Performance, ability, effort and organisational support</li> </ul>	<p><a href="#">Course Materials</a> Robbins, Chapters 1 and 4</p> <p><a href="#">References</a> <a href="#">Project Management research resources &amp; learning guide</a></p>	<p><a href="#">Join an Applied Project Group</a></p> <p>Group work is an essential and assessed component of this unit. Groups have been reset and are capped at 5 members. You will be able to see who is in your group prior to joining.</p>	
Week 2	<p><a href="#">Perceptions of self and others</a></p> <ul style="list-style-type: none"> <li>• Self-concept, how do we perceive?</li> <li>• Interpretation and stereotyping</li> <li>• Attribution theory</li> </ul>	<p><a href="#">Course Materials</a> Robbins, Chapter 6</p>		
Week 3	<p><a href="#">Workplace emotions, attitudes and job satisfaction</a></p> <ul style="list-style-type: none"> <li>• Job satisfaction</li> <li>• Organisational commitment</li> <li>• Stress and work burnout</li> </ul>	<p><a href="#">Course Materials</a> Robbins, Chapters 3 and 5</p>	<p><a href="#">Key Components Webinar</a></p> <p>A webinar that seeks to identify some of the key components of project management.</p>	<p><a href="#">Multiple Choice/Short Answer Quiz</a></p> <p>This 1 hour quiz will be released on Wednesday the 18th of March. You will have 1 hour to complete the test. You will have until 11:59pm AEST Friday 20th of March to complete the test.</p>
Week 4	<p><a href="#">Motivation at work and getting the best out of your people</a></p>	<p><a href="#">Course Materials</a> Robbins, Chapter 7</p>	<p><a href="#">Key Components Forum</a></p> <p>Finalise your contribution to the Key Components Forum.</p>	

# Short Term Ambitions - Graduate Certificate

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- delivered face-to-face on campus in intensive/block mode;
- delivered entirely online to service both – national and international market;
- facilitate articulation /advanced standing through modules/units available as Open CPE with participants joining either face-to-face or online offerings.

# Short Term Ambitions - Masters

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- delivered face-to-face on campus in intensive/block mode;
- have units available as Open CPE with participants joining face-to-face offering.

# What do you mean 'live video lecture'?

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What do you mean:

- online students?
- lecture recordings?
- flexible learning activities?

# Facilitating the Blended Learning Approach

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- Understanding the expectations of the implementation team.
- Finding opportunities for academic development and targeted support.
- Learning design that involves all students irrespective of enrolment mode.

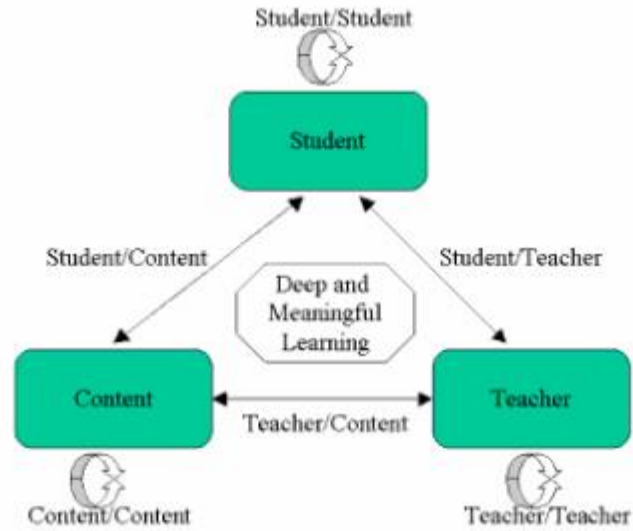


# The Process

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- Find a framework
- Find an ally
- Shift the supports into place

Figure 1. Modes of Interaction in Distance Education from Anderson and Garrison, (1998).

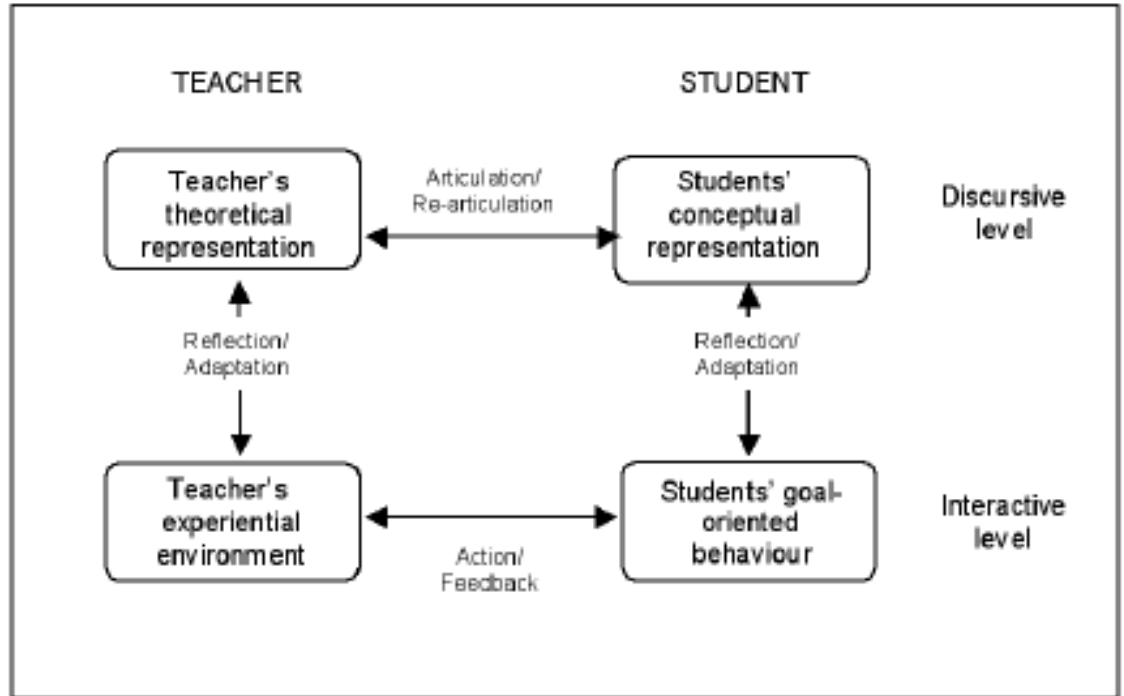


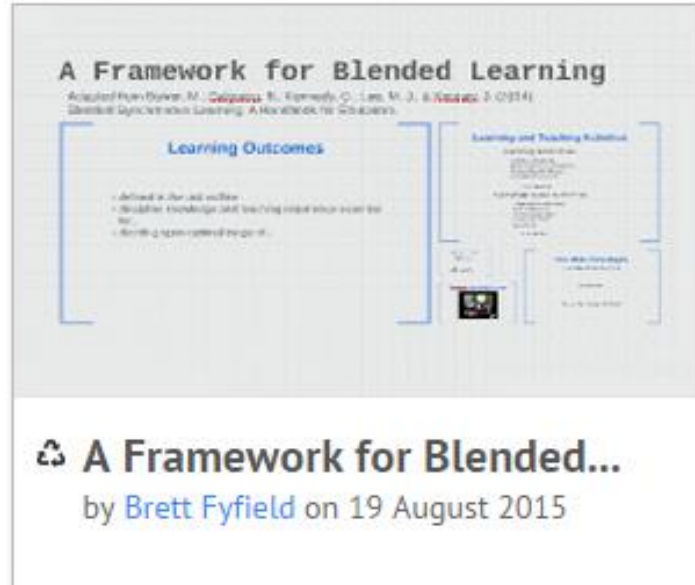
Anderson, T. (2003). Getting the Mix Right Again: An Updated and Theoretical Rationale for Interaction. *International Review of Research in Open and Distance Learning*, 4(2). Fig 1.

## Conversational Framework

“At the most general level of description, the learning process is characterised as a 'conversation' between teacher and student, operating on two levels, discursive and interactive, the two levels being linked by the twin processes of adaptation and reflection”

Laurillard, D. (1993). Rethinking University Teaching. London: Routledge Falmer.





## A Framework for Blended Learning <http://ow.ly/R4C0q>

Adapted from Bower, M., Dalgarno, B., Kennedy, G., Lee, M. J., & Kenney, J. (2014). Blended Synchronous Learning: A Handbook for Educators. Retrieved from [http://www.olt.gov.au/system/files/resources/ID11\\_1931\\_Bower\\_Report\\_handbook\\_2014.pdf](http://www.olt.gov.au/system/files/resources/ID11_1931_Bower_Report_handbook_2014.pdf)

# A Framework for Blended Learning

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- **Learning Outcomes**

defined in the unit outline...

discipline knowledge and teaching experience essential for...

deciding upon optimal range of...

- **Learning Activities**

lectures and tutorials, group work and presentations, discussions and debates, assignments and tests, manifested as...

- **Technology based activities**

Web conferencing, online collaboration, forums and wikis, quizzes etc. afforded by...

- **Rich-media technologies**

found on Blackboard



PMN504 People and Projects

Subject Design Mi...

1 minute ago by [Brett Fyfield](#)

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PMN504 People and Projects Subject Design Mindmap

<http://ow.ly/R4Eb4>

# Rapid Prototyping of PMN504 People and Projects

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- Conversation about shifting from a content focus...
- Using the existing tools on Blackboard to their full extent...
- Using a framework to help support decisions about flexible learning activities supported by technology.

# Collaborate Familiarisation

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- Each teaching team spent around two hours becoming familiar with Collaborate.
- Collaborate become the tool for regular team meetings in some cases.
- Well supported by QUT with a central Blackboard Support team and resources provided by eLearning Services



# The Delivery - Semester 1 2015

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## Graduate Certificate of Project Management

- 51 students (6 part-time)
- 11 Online (No CPE)

## Master of Project Management

- 9 Students
- None Online (No CPE)

# The Delivery - Semester 1 2015

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- Conversation in the open.
- Linked to assessment on Blackboard.
- Shift from content delivery mode to facilitation of student interaction and conversation.

# The Delivery - Semester 1 2015

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How many Collaborate sessions?

- Across the four graduate certificate units there were 10 student sessions
- Six of these were in the PM Essentials units
- Three were in Systems in Project Management

# The Delivery - Semester 1 2015

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How were the Collaborate sessions run?

- Co-teaching with unit coordinator and myself available
- I recorded my observations of the delivery for later feedback
- Lesson plans aimed to prepare students for upcoming assessment

# The Delivery - Semester 1 2015

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## Projects and Performance in the Masters of Project Management

- Used Collaborate extensively to facilitate groups.
- Students lead their own Collaborate sessions.
- After mid-semester lectures were run completely via Collaborate.

# The Evaluation

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1. Did we do what we set out to do?
2. What did the students/peers say?
3. What can we learn from this?

# What the Students Said

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## Pulse/Insight Surveys

- Response rates highest in Masters Program
- Generally favourable

## Focus Groups

- highlighted practicality and flexibility
- lack of purpose and consistency in some units

# What the Students Said

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“Having well defined roles helped the organisation of group work”

“Attending a Collaborate session without a lesson plan is like attending a meeting without an agenda”



# What the Students Said

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“I enjoyed the mix of knowledge and practical experience of the lecturers”

“There are simple things lecturers can do to improve the quality of lecture recordings”

# What the staff said

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## Pulse/Insight Surveys

- Highlighted one teaching team that was hesitant to adopt new teaching practices for online delivery.
- Not surprisingly this was also confirmed by student feedback.

# What the staff said

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Anonymous survey based on Brookfield's Critical Incident Questionnaire

- Think of a time in the last six months when you felt really engaged in the process of creating something special for students.
- Is there anything that caught you unaware during the first semester?
- At what point did you feel that things were moving in the right direction?

# What the external reviewer said

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- Offered feedback on presentation and material.
- Highlighted some inconsistencies in delivery.
- Recommended a reduction of content on slides.

