Some Background

- There are an increasing number of universities developing or renovating their degrees to incorporate online learning.
- The challenge is how to incorporate/integrate technology with the learning pedagogy of the subjects and the particular skills of university personnel.

- This presentation is focused in education but the context is transferable across faculties.
The process of designing a subject merges learning and technology approaches.

The learning approach is focused on a blend of behavior theory and constructivism (Confluence of Learning).

The approach uses 6 key elements:
- Creation
- Information
- Exchange
- Reflection
- Assessment
- Professionalism

The approach is multi-directional.

Dr. David Smith, Charles Sturt University—ELFA 2015 Conference Singapore
# Strategic Cells–Style Guide

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<th>Learning Focus Information</th>
<th>Learning Focus Exchange</th>
<th>Learning Focus Reflection</th>
<th>Learning Focus Assessment</th>
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<tr>
<td>• Formulating the Focus</td>
<td>• Initiating Inquiry</td>
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<td>• Presenting the Information</td>
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<td>• Professional Practice (sharing, collaborating, reflecting, community building)</td>
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The app was designed as an assistive, planning app and is based on 4 of the CoL structures:

- Information
- Exchange
- Reflection
- Assessment

Each of the 4 elements is split into 3 sub elements...more later

The use of the app can be individual, mentored or collegial
How the scaffold & app work

- Using the app, when a subject developer chooses a strand they are reminded of the basic intent...
- An example, if ‘Information’ is chosen then users are reminded, ”Consider the information that needs to be disseminated…”
- In the next layer down, information is divided into; Formulating the Focus, Formatting the Information, Presenting the Information
How the app works

- Formulating the focus
  - “Developing and refining the information…"

- Formatting the information
  - Creating and editing the information…"

- Presenting the information
  - Medium to develop and deliver the information…"
The first implementation of TFOiL was with 5 lecturers who were developing 5 curriculum based subjects

As the evaluation button was not added until the end of the first pilot, comments were recorded

Lecturers were mentored in the use of the app and there was an educational designer assigned to the group

Lecturers were asked to use the app to assign technology to their subject
Only positive comments after use;
  ◦ structured
  ◦ easy to follow
  ◦ technology that could be used
  ◦ link description served as a good reminder and focused the subject development, particularly with student communication
  ◦ Gave the ed designer and the lecturer another common focal point to develop the subject from
Outcomes–Pilot 1

- Addition of feedback button
- Same style of app development that would suggest technologies for a particular subject
- Development of icons that incorporate an indigenous theme and signpost the learning
- Use of the app with students as well as encouraging the students to use the app in their own teaching
Next step

- Pilot 2 with 10 lecturers will now commence in July developing 3 curriculum subjects and 7 education subjects.
- Lecturers will comment feedback via the app.
- Technology sites will be revised at the completion of pilot 2.
- TFOiL will be further implemented across the education faculty with other faculties expressing interest in the structure.
TFOiL Link

https://interact2.csu.edu.au/webapps/blackboard/content/listContentEditable.jsp?content_id=_273814_1&course_id=_9496_1