

BEYOND BLENDED

Digital Transformation and Innovation initiatives
at James Cook University

JAMES COOK UNIVERSITY



7 campuses



6 colleges



20,836 students



228 courses / 2200 subjects



Focus on the tropics



Member of the Innovative Research Unis



#1 for marine biology



Top 100 for Life Sciences

Past

Blended Learning

Developed the Blended Learning (BL) standards, policy and procedures

Established the Blended Learning and Innovation (BLI) team

Delivered 80+ Priority projects (PP)

Formed two communities of practice (BLIP and BLING)

Present

Transition

Reviewing the PPs

Preparing the Digital Transformation (DT) strategy

Developing a Minimum Online Presence (MOP) and Digital Maturity Model (DMM)

Switching the teams focus from PP to DT

Future

Transformation

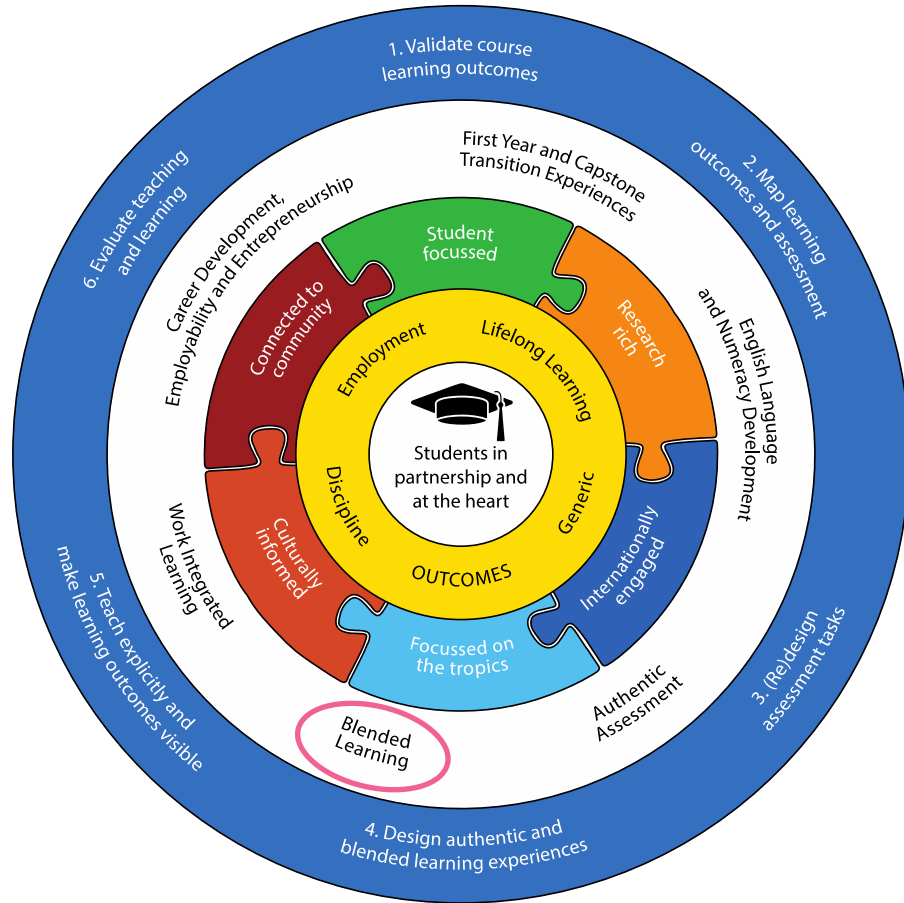
Migration to a new Learning Management System (Blackboard SaaS)

Hi and low-touch support models for curriculum enhancement

UltraReady Transformation process

UltraStudio-based approach

Positioning students at the center



<https://www.jcu.edu.au/learning-and-teaching/learning-design/curriculum-framework>

BLENDED LEARNING

*“the purposeful
combination of face-to-
face and online activities
designed to optimise
student engagement and
the achievement of
learning outcomes”*

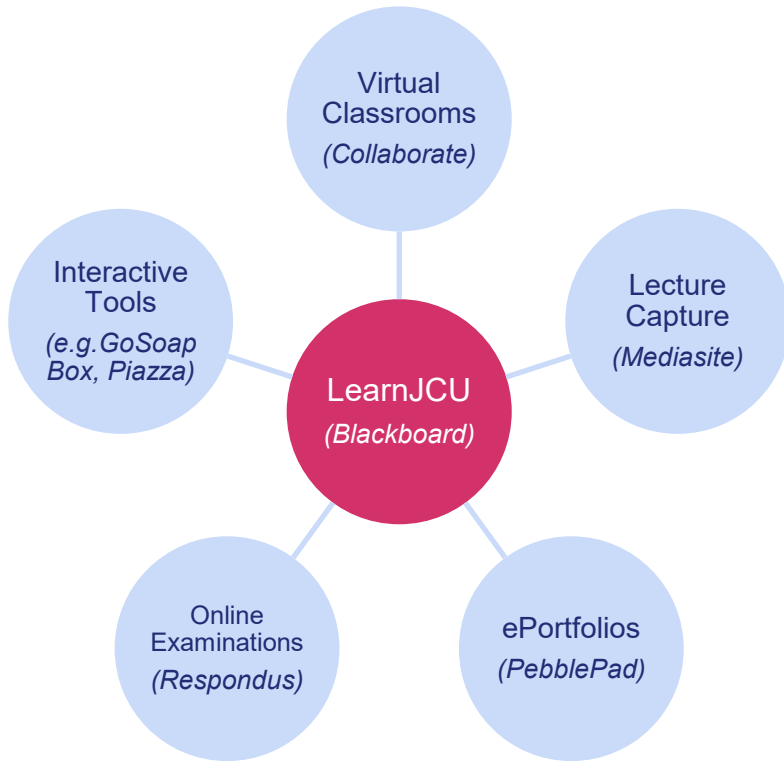
BLENDED **‘new normal’** LEARNING

“Adopting a blended learning approach is in line with curriculum approaches in national and international higher education contexts as researchers have described it as the new normal”

BLENDDED 'standard practice' LEARNING

“the use of educational technologies is now standard practice and technology use in higher education is becoming more comprehensive and more specific, more robust and more personalized”.

Barger, A. (2017). Educational Technology Leadership and Practice in Higher Education: The Emergence of Threshold Concepts Retrieved from <http://er.educause.edu/blogs/2017/5/educational-technology-leadership-and-practice-in-higher-education>



Online Learning Environments

System	Jan 1 st to Jul 1 st - 2017
Blackboard	1,740,117 pageviews
Mediasite	209,106 videos watched 4659 presentations uploaded 5425 of 13346 lectures published
PebblePad	195,688 Logins
Bb Collaborate	180+ virtual classroom sessions
Respondus	1800+ online exams



Physical Learning Environments

New spaces

- Education Central
- Clinical Practice Building
- AITHM
- Cairns and Townsville City campus
- The Science Place
- Cairns Library Refurbishment
- Building 300
- Technology Innovation Centre



The Verandah Walk



The Science Place Aquarium

Blended Learning Guide for staff

2015-16

(PDF, eBook)



Blended Learning Guide

- Standards
- Design Process

- 1 Curriculum and learning materials are aligned, available and engaging
- 2 Assessment tasks are aligned, available and engaging, including formative assessment
- 3 Students are provided with opportunities to interact with peers
- 4 Students are provided with opportunities to interact with staff
- 5 Students are provided with appropriate learning support
- 6 Students are supported in their use of educational technology
- 7 Students are supported in their understanding of career choice
- 8 Students are directed to support services

Blended Learning Guide

- Standards
- Design Process

1

Curriculum and learning materials are aligned, available and engaging.

Threshold

- Select content that is [aligned](#) to [learning outcomes](#)
- Ensure subject design includes guidance for learners to work with content in meaningful ways
- Provide key readings with rationale for inclusion and introduction to each (presented in compliance with copyright legislation and/or license conditions)
- Select content to support different learning styles
- Use a variety of LearnJCU tools to engage students with course content
- Use adaptive release feature of LearnJCU to support students' access and engagement
- Sequence content so it flows in a logical progression that students can navigate
- Ensure content is made available or 'chunked' in manageable segments (ie weekly topics/modules)
- Provide preliminary content prior to block teaching periods to promote engagement
- Use JCU Library licensed content and/or [open source content](#) or to support relevant key concepts (high value discipline websites/ resources/videos/streaming material)
- Ensure any online content supplements and reinforces face-to-face delivery for internal subjects
- Include teacher-created video to identify key points/focus areas or highlight [threshold concepts](#) (maximum 10 minutes)
- Use internally recorded lectures for internal mode subjects only (revision purposes)

Enabling Learning Technologies @ JCU

- [Teaching with technology @ JCU](#)
- [Subject materials and media](#) (Teaching with LearnJCU)
- [Integrated Learning Analytics Reports](#)

More Information / Examples

- Examples of [JCU licensed content](#) and [libguides](#) with embedded licensed content
- [Blended Learning Toolkit](#)
- [Bloom's Taxonomy](#)
- [9 key steps for online design](#)
- [Gilly Salmon online learning design](#)

Blended Learning Guide

- Standards
- Design Process

[concepts](#) (maximum 10 minutes)

- Use internally recorded lectures for internal mode subjects only (revision purposes)

Desirable

- Present materials in a clear sequence based on the disciplines preferred learning design e.g. inquiry frameworks such as 5Es; project/problem based learning; or scenario based learning
- Use the Six Principles of JCU model to support distinctive JCU experience
- Use Learning Analytics to review and improve use of content and learning activities
- Provide options for students to generate and share own content
- Support students' independent learning by providing carefully selected content that encourages them to investigate subject content beyond threshold concepts especially into research orientations where appropriate
- Provide mixed face-to-face and online delivery of threshold concepts in middle/final year of courses
- Schedule regular LearnJCU Collaborate sessions to provide students with support around content and provide opportunity for collaboration

Key first year indicators

- Provide explicit instructions about time required for study:
 - Ensure provision for face to face contact in all internal subjects (equivalent 2-3 hours per week across a regular study period)
 - Independent study (6 – 8 hours per week for each subject)
- Provide [explicit guidance](#) on to how to use learning resources within LearnJCU (site map, location of assessment, learning activities, collaboration tools)
- Use consistent layout for LearnJCU sites across all subjects in course

[Assessing Flexibility](#)

- [9 key steps for online design](#)
- [Gilly Salmon online learning design](#)
- [Learning Designs \(UOW\)](#)
- Producing online content to support [different learning styles](#)
- Consider Book [Beetham & Sharpe \(2013\) Rethinking pedagogy for a digital age](#)
- [Quick Video Guide \(LaTrobe Uni\)](#)
- [Problem and inquiry learning \(University College Dublin, Ireland\)](#)
- [Six principles of JCU model](#)
- Students [Generate and share content \(Cardiff University, Wales\)](#)
- [First year learning experience \(Kift, 2009\)](#)
- [Threshold concepts \(UCL\)](#)

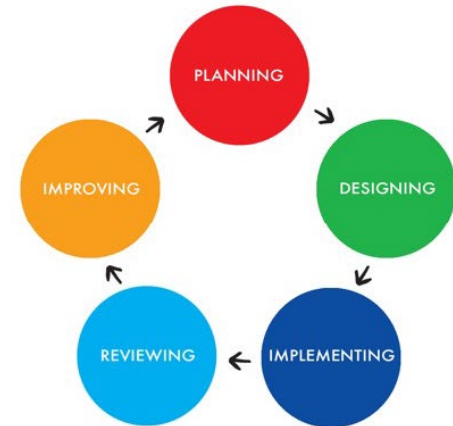
Blended Learning Guide

- Design Process
 - Plan
 - Design
 - Implement
 - Review
 - Improve



THE PROCESS EXPLAINED

The learning design cycle is situated in a framework of continuous improvement and includes the following phases: Planning, Designing, Implementing, Reviewing and Improving. This framework recognises that 'Students are at the heart of our University' (Core Principle 1, Learning, Teaching and Assessment Policy) so promotes a learner-oriented approach. The Blended Learning Design Cycle is intended to guide academics at each stage of the process. The phases of the cycle are explored in more detail to assist with this process.



Blended Learning Guide

- Design Process
 - Plan
 - Design
 - Vision
 - Implement
 - Review
 - Improve

DESIGNING

1 DEVELOP A SUBJECT VISION

This stage is about visioning your subject. Imagine how would like your subject to look, feel and sound.

What is the essence of the student experience?

Consider creating a **poster** which outlines the design and outcomes of the subject. Ask yourself:

What is our mission...

The idea of developing a mission is that it is a blend of aspiration and realism.

What do you imagine the subject to be....

In ten years' time someone rushes up to you at a conference and says:

"Oh! Hello! I remember your subject on XXX. It set me on a fantastic path to the future because XXX".

Blended Learning Guide

- Design Process
 - Plan
 - Design
 - Vision
 - Frameworks
 - Implement
 - Review
 - Improve

2 DECIDE ON A FRAMEWORK

As stated earlier, learning and teaching is highly situated within your disciplinary field. Therefore we are not recommending a one size fits all model of teaching. We look at different approaches to teaching by exploring various teaching frameworks. Approaches are then chosen according to what best fits your discipline context.

Consider what frameworks will best support the implementation of blended learning for your subject. Decide on the most purposeful blend to support student learning and promote a positive student experience.

Do you want to enable, enhance or totally transform your subject? Enabling blends offer students more flexibility and address equity and access issues. Enhancing blends facilitate incremental changes to teaching that make the most of the face-to-face and online components. Transformative blends do just that - a major redesign!

A range of frameworks are outlined in the following pages. After reviewing these frameworks decide on the one that best suits your discipline and student cohort.

The frameworks detailed in this document are:



- Inquiry based learning
- Problem based learning
- Scenario based learning
- Case based learning
- Project based learning

Blended Learning Guide

- Design Process
 - Plan
 - Design
 - Vision
 - Frameworks
 - Inquiry
 - Implement
 - Review
 - Improve



Inquiry based approaches investigate issues/phenomenon in a structured and student-centred way. Student engagement and deep learning is fostered by following a series of steps that lead to a conclusion or new idea. Students construct knowledge starting with the basics and building to more complex ideas. It is often used as a broad umbrella term that includes all forms of learning stimulated by inquiry including problem-based and case based learning. We have chosen to elaborate separately on each in this guide.

THE 5E's

One inquiry based model for constructing blended learning is the 5E's. The 5E's model emanated from science curriculum. The 5E's model is derived from the concept that students learn and retain knowledge when they have had the opportunity for discovery through a variety of experiences purposefully designed by the teacher or learning facilitator. Student use their prior knowledge to make connections between new information/ experiences and prior knowledge. To help students make these connections learning facilitators structure experiences that are organised into five phases.

Blended Learning Guide

● Design Process

● Plan

● Design

○ Vision

○ Frameworks

■ Inquiry

■ 5E's

● Implement

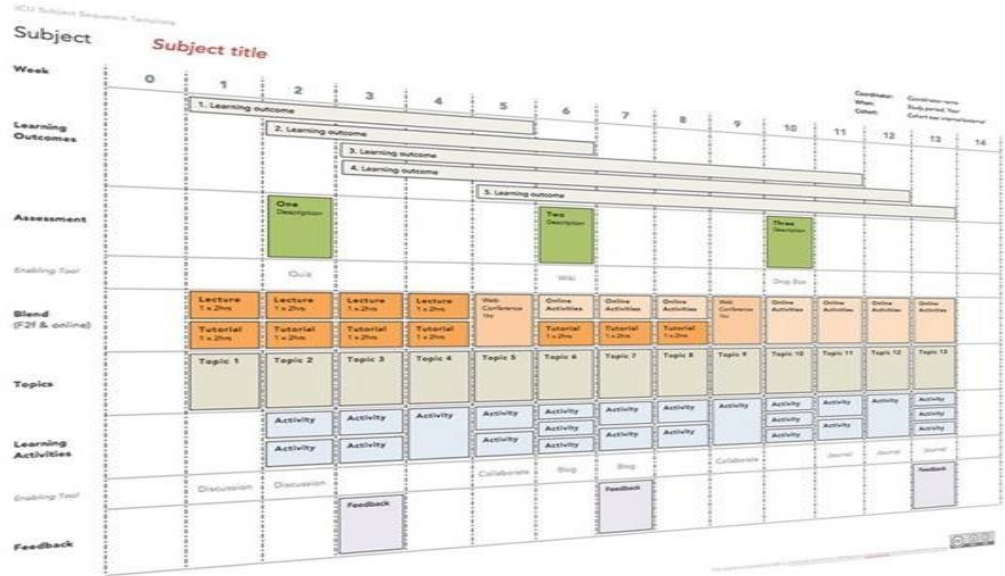
● Review

● Improve

Engage	<ul style="list-style-type: none">• Focus is to mentally engage student by capturing their interest and giving them an opportunity to demonstrate their prior knowledge.• Helps them make connections between prior knowledge and new ideas.• Active learning approaches<ul style="list-style-type: none">• Background knowledge probes; topical/controversial video & associated focus question(s); focussed listing; pre-quiz; dialogue journal/work log book; mind mapping; questions, establishing learning goals/ rubrics; blank slides; question slides, Graphic organiser ;KWL chart.
Explore	<ul style="list-style-type: none">• Focus is to facilitate activities that give students the opportunity to explore the concept/skill. This should allow them to engage with problems and describe them in their own words.• Helps them acquire a common set of experiences to share with their peers.• Active learning approaches<ul style="list-style-type: none">• Brainstorming; buzz groups; corner strategy; jigsaw; muddiest point; problems; questions; information search; directed questioning; test-taking teams; think-pair-share; simulations; 3-step interviews; creating academic notes; summary templates; non-linguistic representations; direct vocab instruction; discussion forum; blog; wiki; workstations; problem of the day.
Explain	<ul style="list-style-type: none">• Focus is for facilitator to provide the concepts and terms already used by the students to develop explanations for the phenomenon they have already experienced.Helps them acquire a common set of experiences to share with their peers.• Explanation follows experience.• Active learning approaches<ul style="list-style-type: none">• Brainstorming; buzz groups; debate; academic note taking; jeopardy; who wants to be a millionaire; questions; ten-two strategy; roundtable; think-pair-share; 3-step interviews; discussion forum; online quiz; blog; wiki; blackboard work; problem of the day; text reading; step-by-step.
Elaborate	<ul style="list-style-type: none">• Focus is for students to apply knowledge/skills to develop a deeper understanding or better demonstration of skill.Explanation follows experience.• Students need to discuss and compare ideas.• Active learning approaches<ul style="list-style-type: none">• Identifying similarities and differences; identifying patterns; perspective analysis; analysing errors; academic portfolio; question and answer pairs; brainstorming; cases; critical debate; jigsaw; presentations; breakout rooms; collaborative projects; problems; questions; roundtable; simulations; 3-step interviews; problem posing; critiques; concepts to pictures; pictures to algebra; multiple representations; application problems; student generated quiz/test questions; problem of the day.
Evaluate	<ul style="list-style-type: none">• Focus is to review and reflect on their learning, new understandings/skills.• Students provide evidence of learning.• Active learning approaches<ul style="list-style-type: none">• Self evaluation rubric; analysing errors; problem solving; closing summary; dialogue journal/ work log book; focussed listing; mind mapping; muddiest point; one-minute paper/free write; post-quiz; questions; directed questioning; reflection templates.

Blended Learning Guide

- Design Process
 - Plan
 - Design
 - Implement
 - Sequence template
 - Review
 - Improve



Blended Learning Guide

- Design Process
 - Plan
 - Design
 - Implement
 - Sequence Template
 - Learner Analytics
- Review
- Improve

IMPLEMENTING

1 TRACKING LEARNER ACTIVITY AND PROVIDING FEEDBACK

During the Study Period, it is important to monitor how students are engaging with the subject materials and participating in face-to-face and online elements. Technology enables teachers to track learner activity and provide feedback to support learning. Learning Analytics can be used to review and improve the use of content and learning activities. It can be used proactively to identify students in need of support to enable resources to be provided as appropriate.

Blackboard Analytics for Learn is a software program that extracts and integrates staff, student and organisational data from Blackboard LearnJCU and existing University information systems to create a series of new reports for academic staff with a focus on real-time learning, teaching and student engagement. The reports enable 24/7 real-time monitoring for engagement and early identification of students requiring intervention and support case management activities.

At JCU, Learning Analytics provides a proactive approach to the use of data in a dual-pronged approach to improve the student experience and curriculum design through reflection on student access considerations, purposeful online resources, subject site design and data for planning and professional development requirements.



<http://www-public.jcu.edu.au/lt/analytics/index.htm>



Learning Analytics

Blended Learning Guide

- Design Process

- Plan

- Design

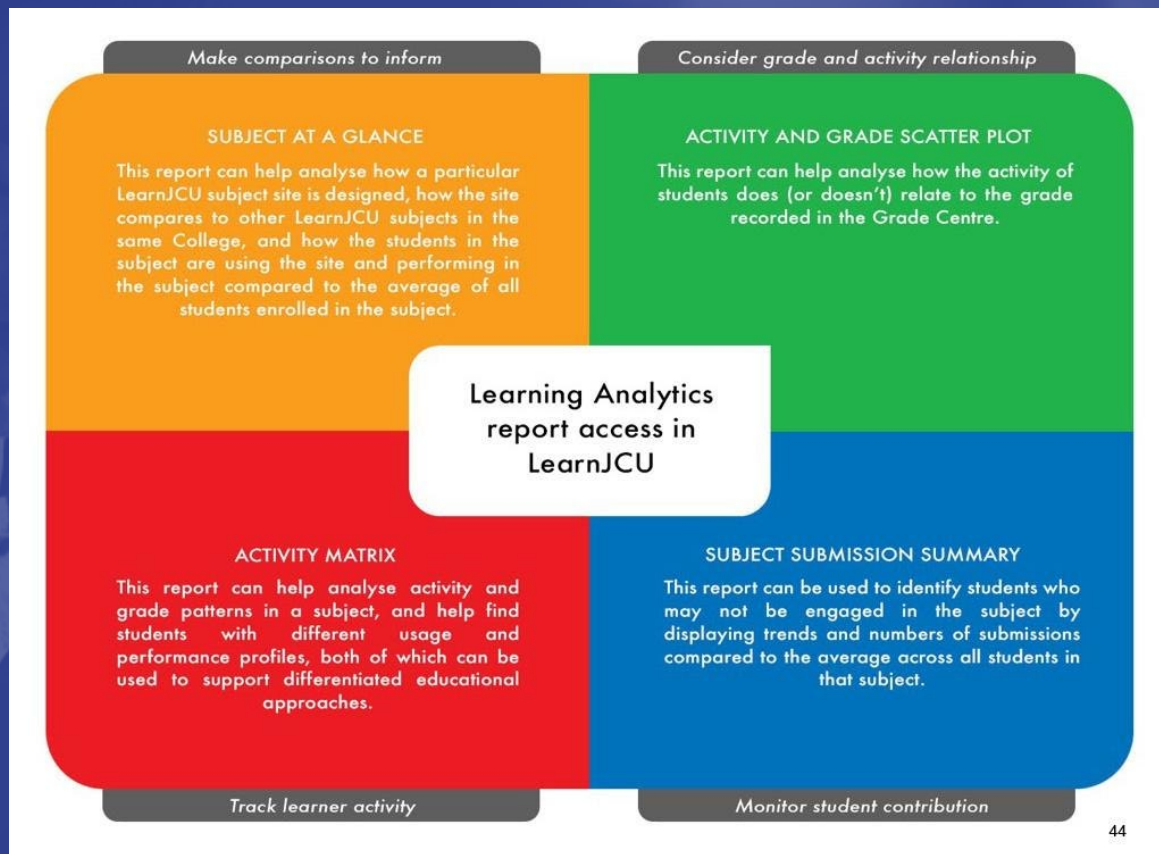
- Implement

- Sequence Template

- Learner Analytics

- Review

- Improve



Blended Learning Guide

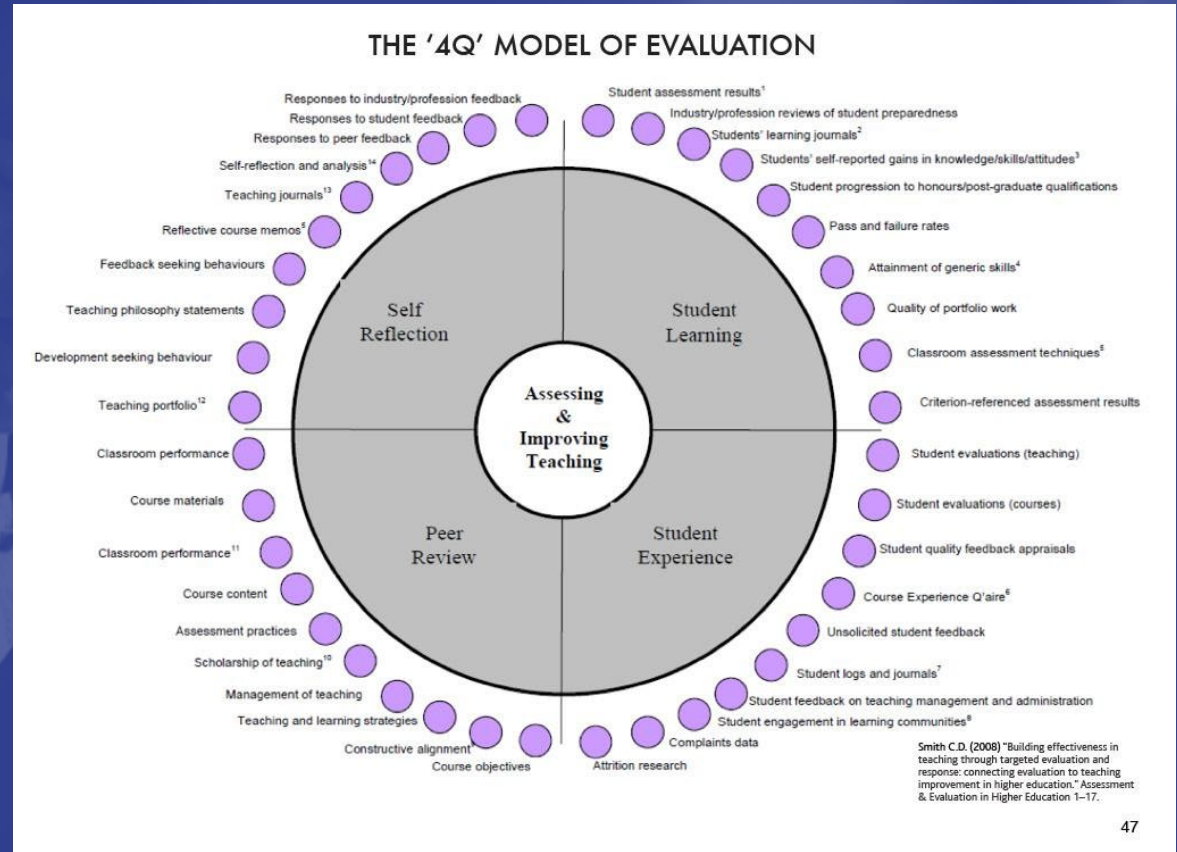
- Design Process
 - Plan
 - Design
 - Implement
 - Review
 - Improve



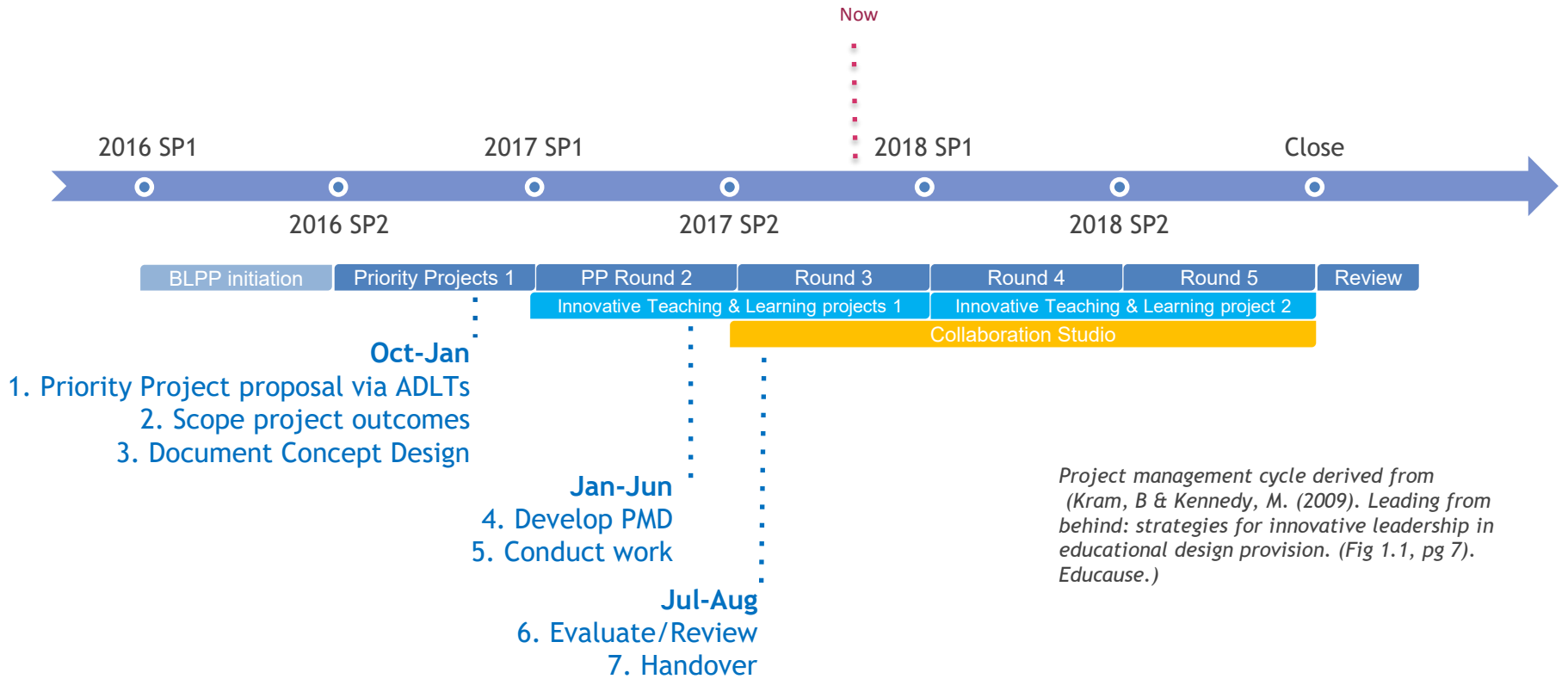
Blended Learning Guide

- Design Process

- Plan
- Design
- Implement
- Review
- Improve



Blended Learning Priority Project timeline



Division: _____ Contact: _____

ADLTs: _____

Please complete the following tables to enable the development of work plans for Educational Designers funded by the VC Priority Project initiatives and Digital Media Developers and other support staff in Learning Teaching and Student Engagement.

Please rank in order of priority.

Please note for **existing** subjects or courses, it is important to indicate the level of work proposed as follows:

1. Enhance: To enhance a course or subject, incremental changes are made to the existing teaching and learning environment. For example, additional resources may be made available online to support face-to-face learning for subjects. Teacher created videos might focus the students on the topics for the week so that there is less need to didactic teaching in class. An increasing array of online affordances might be added – eg. use of Collaborate, development of some [ePortfolios](#) options.

2. Transform: To transform a course or subject, the focus is on a redesign of the teaching and learning environment. For examples, learners actively engaged in learning in ways not possible without the technology such as viewing safety induction videos before attending practical classes. A major course based initiative for [ePortfolios](#) is another example. This may involve substantial changes to the timetabling of face to face – or the nature of face to face.

For **new** courses and subjects, please indicate the proposed mode. It will be assumed that all new courses and subjects will be developed to maximize opportunities for blended learning appropriate to student cohort and discipline requirements.

For further information contact: A/Professor Cecily Knight, Learning Teaching and Student Engagement.

Course Priorities: nominate COURSES – new or existing – where a significant number of subjects are involved.

Course /mode	Outcomes and deliverables	Activities: Code and brief description	Digital Media requirements: video, digital object development et	Key collaborators	Timeline for completion (Teaching Period/Year)	Priority for 2016 – 1 2 or 3
Eg. Bachelor of Nursing	All Level 2 subjects revised to reduce reliance on video-conference and provide more engaging learning for students, including revision to assessment.	Enhance: Professional development for all Year 2 staff on design and technology use Targeted support for individual staff to develop subjects.	Screen capture, small number of digital objects		TP2 2016	1

Call for Projects












Provide a Blended Learning template

Associate Deans of Learning and Teaching nominate course/subjects

Scope outcomes

Identify Key Collaborators

Co-develop work plan and agree deliverables and timeline

Project	College	Status
Master of Teaching and Learning (Primary)	CASE	
Embedding Digital Literacies in CASE Subjects	CASE	
Embedding Digital Literacies for CBLG Subjects	CBLG	
Embedding Digital Literacies for CSE Subjects	CSE	
Master of Aquaculture Management	CSE	
NM1610 – Subject redesign embedding videos	CASE	
AN5005/AN5006 – Editing videos	CASE	
SS1010 – Support to edit videos	CASE	
E12/3407 Children’s Literature – support for lecturer to create videos	CASE	
BX3081 – Curriculum review - assessment	CBLG	
LB5514 – Subject review	CBLG	

Provide regular live reports

- Round 1
 - 35 Projects
 - 36 Professional Learning events / workshops
 - 291 participants
- Round 2
 - 50 Projects
 - 12 Professional Learning events / workshops
 - 150 participants

Divisional impact (round 1) alluvial diagram

4 Ed Designers
 2 Divisions
 6 Colleges
 35 Projects
 110+ key collaborators
 291 participants

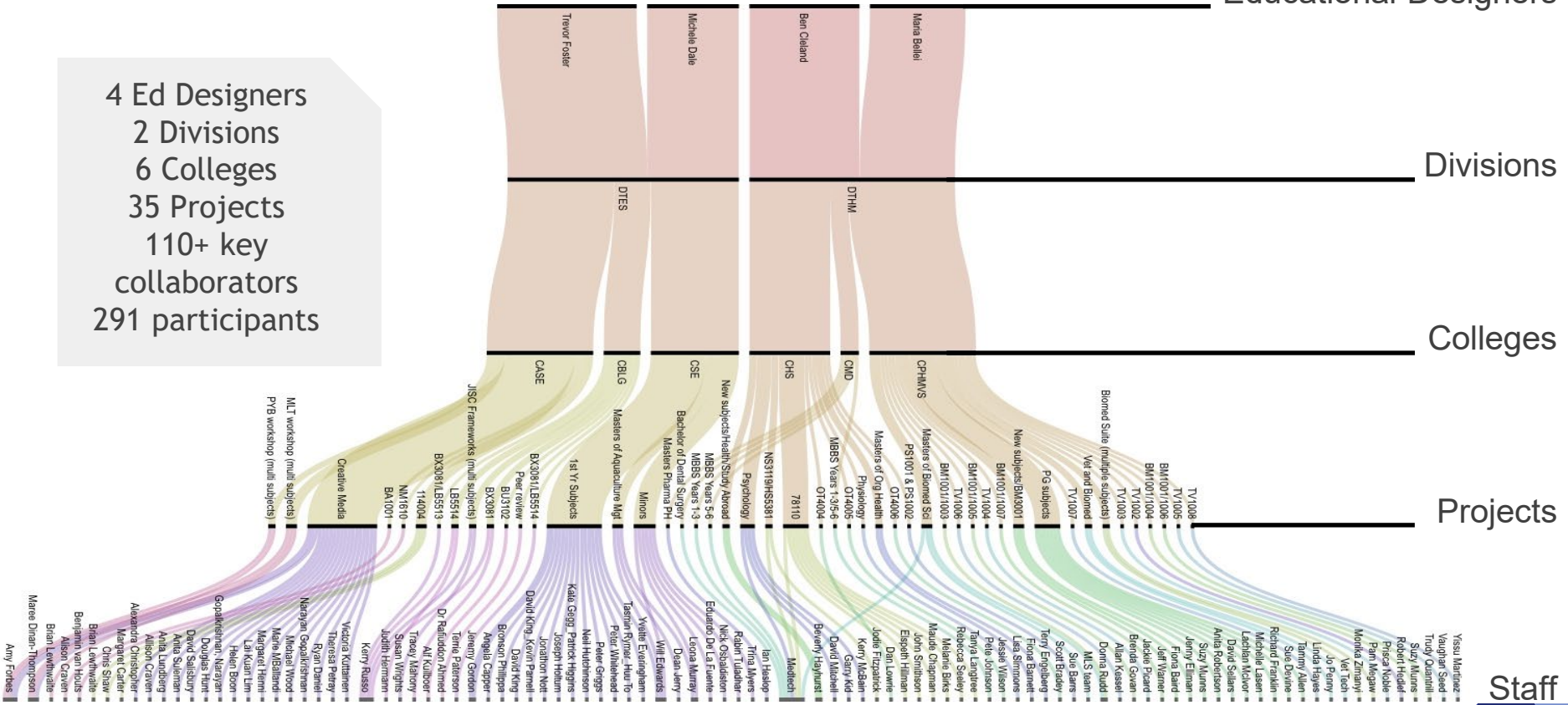
Educational Designers

Divisions

Colleges

Projects

Staff



rawgraphs.io

Catalogue - evidence and promotional materials

Curriculum design

- assessment
- action plans
- exemplars
- faqs
- frameworks
- learning outcomes
- models
- new course and subject development
- online modules
- redesign
- storyboarding
- strategies
- teaching patterns
- website templates

Media development

- Apps
- audio exams
- digital learning & media objects
- greenscreen
- photography (artifacts, image repositories, 360°)
- titling
- videography
- AARNET Cloustor
- Articulate Storyline
- Camtasia
- Prezzi
- SCORM packages
- Smart Sparrow
- Techsmith
- YouTube

Planning

- committees
- at elbow support
- consultancy
- meetings
- phone/email/in person

Analytics

- provide & review BB analytics data
- peer review
- review learning resources
- review publishers
- review technology

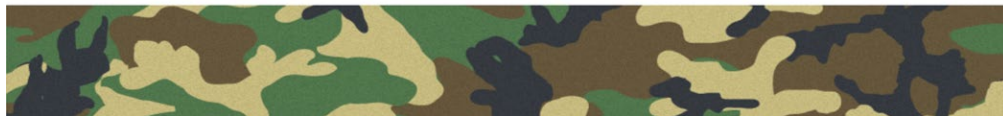
Events/Workshops

- assessment
- ATLAS
- BLiP – community of practice
- bootcamp
- Camtasia studio
- Collaborate
- flipped classrooms
- greenscreen
- OneNote
- PebblePad
- planning your blend
- Respondus
- rubrics
- Smart Sparrow
- social media
- Techsmith Relay
- wikis

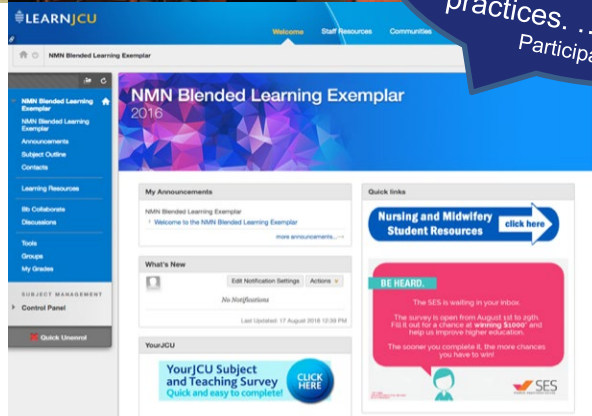
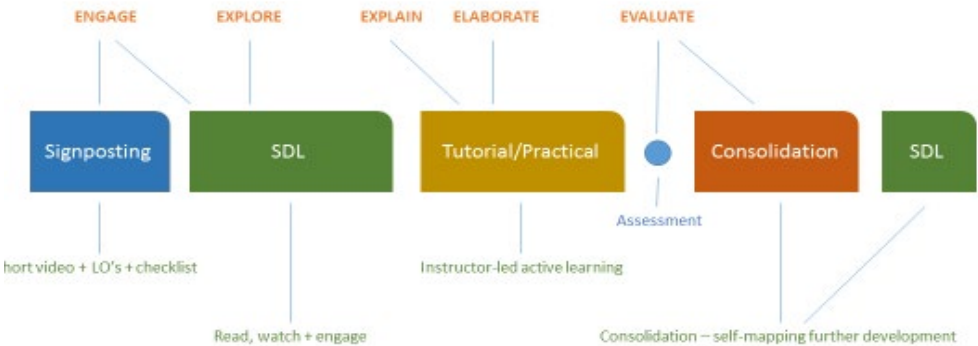
Professional learning - bootcamps, intensives, communities of practice



Nursing, Midwifery & Nutrition



...Confidence to incorporate more of these resources into my teaching practices. ...Bootcamp Participant



Curriculum alignment - program and subject level alignments



Master of Teaching and Learning (Primary)
Approaches to Blended Learning

College of Arts, Society and Education
13 July 2016

Learning.

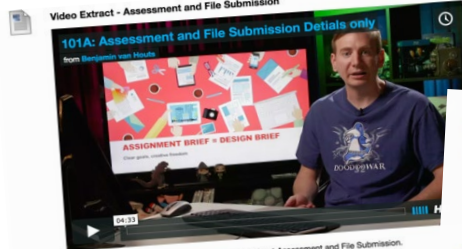
Make learning design visible

Subject sequence template

- A tool for examining, sharing and adjusting the sequence of a subject
- Constructive alignment is made clear
- Timing issues are highlighted.



Master of Teaching and Learning Primary
Approaches to BL Team workshop



101A: Assessment and File Submission Details only

Video extract from Full lecture with just the details about Assessment and File Submission.

Week 01 Study Plan

Tutorial Pod Casts

Guides

Video Readings

Time Based Media Week 1: Welcome to Time Based Media

Watch

1. Watch the welcome to Time based Media Lecture

Topics covered in this lecture:

1. Welcome from Benjamin van Hout
2. Learning outcomes for the subject
3. Example of past assignment works
4. The assignment briefs
5. Sticking to due dates
6. The marking process
7. Learn XCU and file submission

Video Readings

1. Watch Lecture (linked with Premiere Pro CC (2015)) (A 20m in the video readings folder on learnXCU. If you want to learn about any part in more detail, consider referring to Premiere Pro CC Essential Training (2015) 12th Ed.

Do

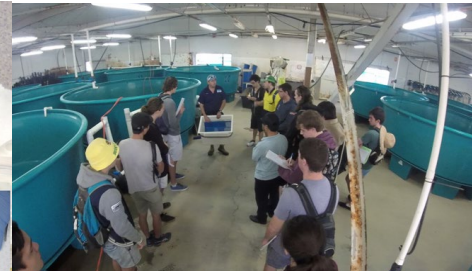
1. Download and read over the subject outline and assignment brief for the first assignment: 5 vignettes.
2. Set up a VPN using the flow to use the VPN from self-care page found in the Week 1 guides folder.
3. Once you have the VPN up and running you'll need to sign up to the SACA server to submit files for your assignments. Use the Guide SACA (Digital Access Instructions).
4. Check to make sure you can log into the server via the VPN and can access the SACA_Dropbox share / mount point.
5. Sign up to a free assessment account (the guide posted online if you have problems).
6. Join the Time based Media group on vimeo.com.

Access Support

- Make a list of any questions you have from this week's topics to raise during the Online Collaborative Session.
- Ensure you invited the other members in your class, perhaps discuss your questions with them to see if they have the same problems.
- Contact your lecturer for consultation.

NM1610 - Time Based Media
Study Plan Design

Digital media development - 300+ short videos



LAB INDUCTION

PC2 Laboratory
Townsville Campus
Building 94
Room 108



PRESENTED BY



Dr Pam Megaw
Senior Lecturer
Head of Physiology & Pharmacology
Veterinary Sciences and Biomedicine

Question 9 – True/False

True or False. Examples of things that should be disposed of in a Sharps container are:

- Slides
- Scalpel Blades
- Needles
- Toothpicks
- Anything sharp enough to pierce a 1mm diameter rubber bag and pose a threat to staff cleaning up.

Invalid Answer
You must complete the question before submitting.

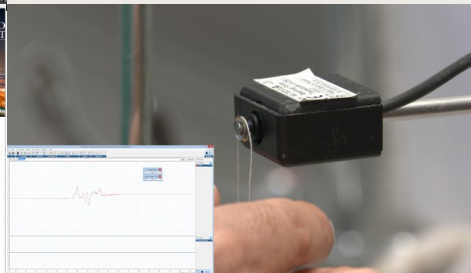
- True
- False

Bachelor of Business
Colleges of Business, Law and Governance
Division of Tropical Environments and Societies

Road Map
Our journey in Accounting for Decision Making

Subject Info
Assessment

GROUP WORK FESTIVAL



One way to plan a unit

In the context of robust lesson planning and current curriculum policy, your understanding of the need for a unit plan is essential to the success of your teaching.

Participants: Helen McDonald, Trisha Sheppard, ZTC - Marissa Bruce

Identify key topics or issues through which the curriculum content can be delivered.

Big conceptual ideas

Identify possible resources

Resources that are consistent to provide qualitative and quantitative evidence.

Backward map to determine learning experiences required

Least steps – write up in appropriate format

BLING

Blended Learning Innovation Grants

2017 Innovation Grants

Identify a tool, technology or technique that will engage your students and help to blend their learning experience.

\$3000 per grant (no questions asked)

Tell us what you did

2017 awardees

- Wat A Game Software
- Conceptboard, Platform for collab design
- 4K 360 camera for autopsy lab
- Agisoft Photoscan Pro, Photopano Giga, HD
- iPad for Doceri
- FIT Outcomes web-based software licenses,
- Parasitology, Toon Boom Studio
- Digitize medical slides, library creation
- 3D Scanner & Parts
- Pebblepad development for field study
- Smart Sparrow development
- 3D Printing and Test products (printed skulls)

BLiP

Blended Learning in Practice

(A JCU COMMUNITY OF PRACTICE)



Elaine Sheeley

14 July at 16:32

The Blended Learning and Innovation team @ JCU were proud to host ACODE Workshop # 74 in Cairns this week. Delegates from universities around Australia and New Zealand enjoyed the excellent facilities at our Cairns City Campus. Proceedings got underway with opening remarks from JCU's Maree Dinan-Thompson, Dean of LTSE and Stephen Naylor, Chair of the Academic Board.

Delegates listened to several interesting and thought provoking presentations from Alex Freeman from New Media... See more



Like



Comment

You, Ben Cleland, Toby Nutting and 6 others

Seen by 52



Ben Cleland with Brijesh Kumar.

7 July at 12:03

Some of our Townsville BLING recipients sharing their innovation projects with quick-fire 2-minute summaries at the breakfast launch on Wednesday.



Like



Comment



You, Elaine Sheeley and 8 others

Seen by 51



Write a comment...



- Facebook Community
- 100+ members
- Coffee mornings
- Seminars and symposium
- Conference reports
- Multi-campus

- Academic interviews
 - key collaborators
 - BL team
 - ADLTs
- Subject grades, Course Performance reports, Your JCU survey
- Help Desk Requests (5500+ per yr)

Present 2017 Review

“Blended Learning Priority Projects have had **significant impacts in focussed areas**, however the majority of subjects at JCU have **not received personalised support** for subject transformation from the Blended Learning team and are **not yet aligned with the Blended Learning Standards.**”

2017 Review

- Make it work on mobile
- Consistency (student experience)
 - single location for subject outline
 - grades and feedback in one place
 - accessibility of documents
 - common media platform
 - Structured weekly activities/outcomes
- Reduce the cognitive load
- Teacher presence online
- Intervention through analytics
- Single point of communication for subjects (facebook feed)

2017 Review Interview feedback

1. LMS Upgrade
2. JCU Online (ext. partnership)
3. JCU Web Framework
4. T&L studio

Future Opportunity and Hunches

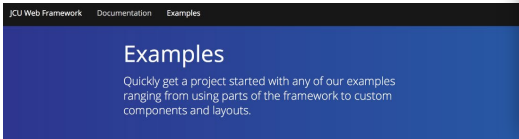
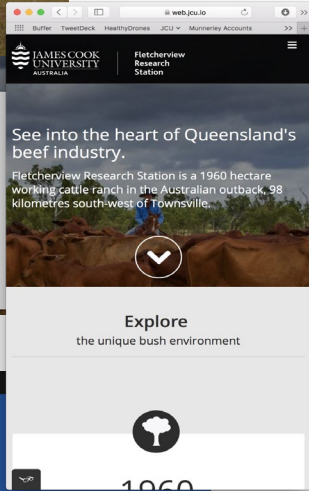
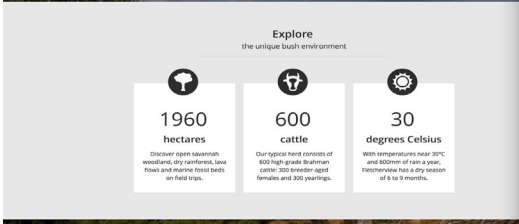
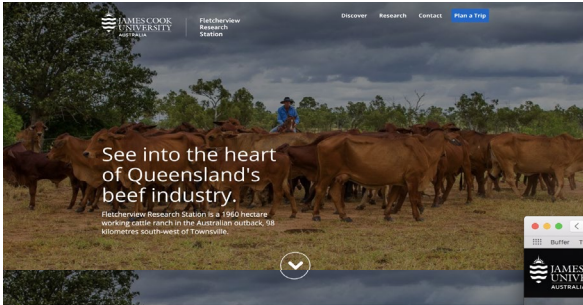
1. **New Ultra experience**
2. **Major BB upgrade**
3. **Mobile first. fully responsive design**
4. **Accessibility improvements**
5. **Cloud hosted continuous delivery**

LMS Upgrade

1. Delivered on new Ultra platform
2. Developed in partnership with 3rd party
3. Fully online experience
4. Carousel model (7 week)
5. Weekly learning activities/outcomes



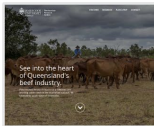
JCU Online



Clone the JCU Web Framework source code to obtain these examples.

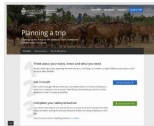
JCU-specific

Examples that illustrate JCU-specific page layouts or otherwise focus on implementation of customisations and components.



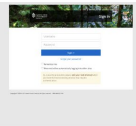
Landing

Fully responsive one-page self-contained scrolling site or landing page.



Landing: Content

Content design based upon the Landing design



Utility

Basic utilitarian layout, suitable for login pages or information messages.



Online

JCU Web Framework

<http://web.jcu.io>

1. The **Subject Outline** is included in every subject site
2. **Accessible document exemplars** for Word, PowerPoint, PDF and more
3. Every subject contains a subject coordinator **video introduction**
4. **Grades and Feedback** are used in every subject
5. **Mediasite** is the default for all JCU media delivery and storage
6. **Activity Stream** sequence for every subject (pedagogical)
7. All essential T&L **communication with subject** is delivered via the subject site
8. **Reserve Online** links to all copyrighted material

Minimum Online Presence

The proposed JCU Digital Maturity Model (DMM) comprises 3 distinct levels.

- **Baseline** - has adopted the Minimum Online Presence (MOP) and meets threshold standards
- **Accomplished** - well integrated digital experiences that enhance student learning
- **Exemplary** - deeply engages with blended learning across multiple dimensions



Digital Maturity Model



student view

teacher view

JCU Ultra Demo
Course Grades

Linda Lee

Overall Grade --

Item Name	Due Date	Grade	Feedback
Module 1: Discussion Forum No participation	7/19/17	-- / 100	
Midterm quiz Unopened	7/20/17	-- / 50	
Assessment 1: Presentation 1 Draft saved on 7/11/17	7/22/17	Pending	
Assessment 1: Presentation 2 Unopened	8/3/17	-- / 100	
Total		-- / 0	

JCU Ultra Demo
Gradebook

Item	Due Date	Status
Module 1: Discussion Forum 4 of 9 participated	7/19/17, 10:00 AM	All graded
Overall grade		
Assessment 1: Presentation 1 2 of 9 submitted	7/22/17, 6:00 PM	All graded
Midterm quiz 8 of 9 submitted	7/20/17, 12:00 AM	All graded
Assessment 1: Presentation 2 2 of 9 submitted	8/3/17, 12:00 AM	2 to grade
Total		

JCU Ultra Demo

Module 1: Discussion Forum

4 of 9 GRADED

← Simon Paul Alex Cooper →
3 Responses | No Replies

Activity (7/4/17 - 7/18/17)
Grade Posted - 7/14/17 **50 / 100**

Discussion Topic

The Australian Curriculum Technologies -
Post and reply to at least 1 comment

Alex Cooper
7/14/17, 1:04 PM
I want to be elected

Alex Cooper
7/14/17, 1:04 PM
School is out forever

Alex Cooper
7/14/17, 1:04 PM
No more Mr nice guy

Student Grade Recommendation

Recommended score as of 4/10/17 ⓘ

80
Class Average: 86/100



Student's number of responses	Student's number of replies
2 Class Average: 2	5 Class Average: 2

Student's average word count per post

23
Class Average: 18

Student's sentence structure complexity

Advanced
Class Average: Intermediate ⓘ

Introducing Score Recommendation

To help you grade, we provide a recommended score for each student based on participation, word count, sentence complexity, and critical thinking. You can use this score as the grade, or evaluate the student's discussion further.

Select Learn More to understand the criteria, or View Score Recommendation to get started.

[View Score Recommendation](#) [Learn More](#)

A high score meets these requirements:

- At least one response and multiple replies.
- Above average word count per post.
- Advanced sentence structure.
- Content that shows advanced critical thinking.

Advanced critical thinking includes a thoughtful and supported argument.

[Close](#)

Stream

Filter By Show All

Create

System Notifications

Important

Jul 10, 2017 **Vals Ultra Playpen**
Overdue: Test 1
Due Date: 7/12/17, 12:00 AM

May 11, 2017 **Townsend Playpen**
Overdue: Assessment Task 2: Pre-practicum
Due Date: 5/23/17, 12:00 AM

Upcoming

Jul 12, 2017 **JCU Ultra Demo**
Due: Midterm quiz
Due Date: 7/20/17, 12:00 AM

Jul 5, 2017 **JCU Ultra Demo**
Due: Assessment 1: Presentation
Due Date: 7/22/17, 6:00 PM

Recent

Jul 14, 2017 **JCU Ultra Demo**
New submission can be graded: Ass...

Jul 14, 2017 **JCU Ultra Demo**
New submissions can be graded: Ass...

teacher activity stream

student activity stream

Important

Jul 10, 2017 **Vals Ultra Playpen**
Overdue: Test 1
Due Date: 7/17/17, 5:00 PM

May 11, 2017 **Townsend Playpen**
Overdue: Assessment Task 2: Pre-practicum Action Plan
Due Date: 5/23/17, 12:00 AM

Upcoming

Jul 12, 2017 **JCU Ultra Demo**
Due: Midterm quiz
Due Date: 7/20/17, 12:00 AM

Jul 5, 2017 **JCU Ultra Demo**
Due: Assessment 1: Presentation 1
Due Date: 7/22/17, 6:00 PM

Today Tuesday, July 18, 2017

10 minutes **Dans Ultra Playpen 103**
New message: Sent by Danny Munnerley
Insert your message here

Recent

Jul 17, 2017 **Vals Ultra Playpen**
New Survey: Test 1
Only one submission will be accepted per respondent.

Jul 14, 2017 **Trevors Ultra Playpen**
Grade posted: New Assignment 1 Jun 2017
View my grade

Calendar views (driver of the activity stream)

The screenshot shows the Blackboard interface for user Linda Lee. The left sidebar contains navigation options: Linda Lee, Activity Stream (7), Courses, Organizations, Calendar (selected), Messages, Grades, Tools, and Sign Out. The main content area is titled 'Calendar' and features a navigation bar with 'Schedule' and 'Due Dates' tabs, a date selector for 'Jul 2017', and view options for 'Day' and 'Month'. The calendar grid shows dates from 1 to 31. Key events include:

- July 27: 12:00 PM Offi...
- July 28: 12:00 PM Offi...
- July 29: 12:00 PM Offi...
- July 30: 12:00 PM Offi...
- July 14: Due: Task 1 (blue dot), In your... (green dot)
- July 15: Due: Submit y... (yellow dot)
- July 18: Due: Test 1 (blue dot)
- July 19: Due: Module ... (green dot), 12:00 PM Offi... (red dot), Due: Midterm... (green dot)
- July 25: Due: Task 2 (blue dot)
- July 26: 12:00 PM Offi... (red dot)

The screenshot shows the Blackboard interface for user Linda Lee. The left sidebar is identical to the previous view. The main content area is titled 'Calendar' and features a navigation bar with 'Schedule' and 'Due Dates' tabs, a date selector for 'Jul 2017', and view options for 'Today', 'Day' (selected), and 'Month'. The view is focused on Friday, July 14, 2017. The activity stream for this day includes:

- 12:00 PM: Vals Ultra Playpen Task 1 (Due date: 7/14/17, 12:00 AM)
- 6:00 PM: Vals Ultra Playpen In your words... (Due date: 7/14/17, 6:00 PM)

The view then scrolls to Saturday, July 15, 2017, showing:

- 12:00 PM: Dans Ultra Playpen 103 Submit your assessment file (Due date: 7/15/17, 12:00 AM)

Finally, it shows Monday, July 17, 2017, with:

- 12:00 PM: Vals Ultra Playpen Test 1

Studio model



Collaboration Studio

Connected/collaborative/communities

Co-working spaces for curriculum design

Ideas exchange

Project incubation

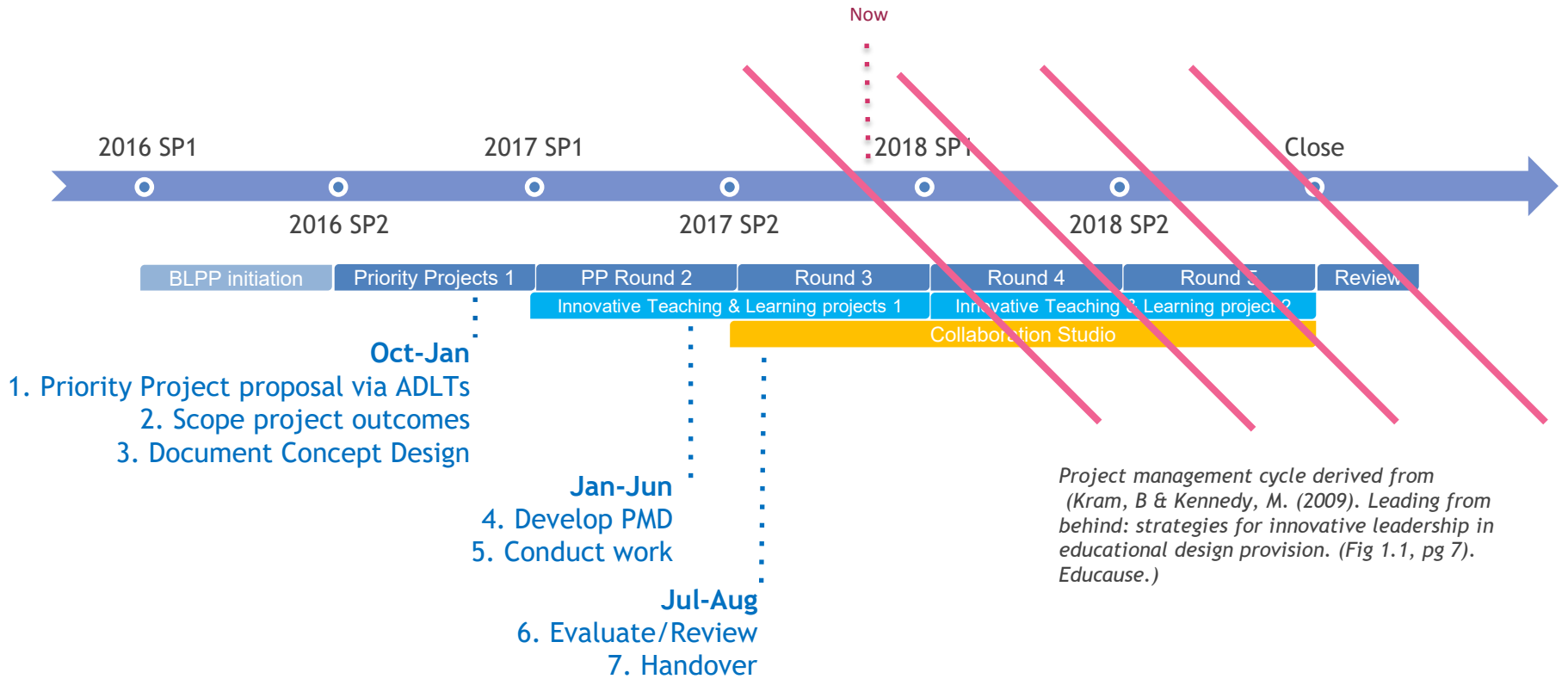
Co-design teaching resources

Work between colleges and divisions

Share best practice



Blended Learning Priority Project timeline



JCU UltraReady

2yr migration overview

● SP1 2018

Migrate 5% of subjects
12 courses / 300 subjects

(early adopters, new courses and JCU Online/Keypath, hi-touch support)

● SP1 2019

Migrate 35% of subjects
70 courses

(automated where possible, low-touch support)

Jan Mar June July Sep Dec Jan Mar June July Sep Dec

● SP2 2018

Migrate 35% of subjects
70 courses

(automated where possible, low-touch support)

● SP2 2019

Migrate 25% of subjects
60 courses

(specialist subjects that require specialist support, hi-touch support)

Thanks

danny.munnerley@jcu.edu.au

[@munnerley](#)

www.munnerley.com

See you in
2020
