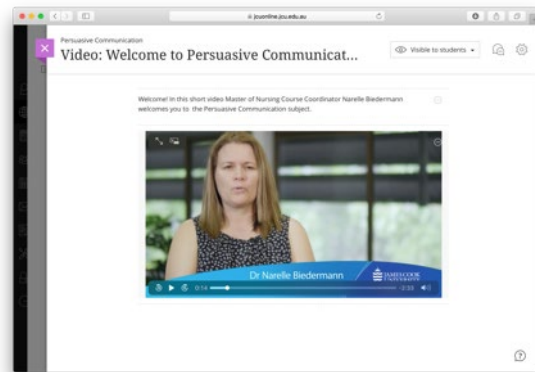
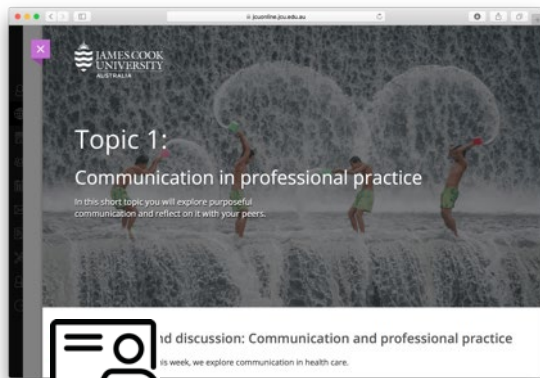


Learn 2020:

A whole of institution transition to next generation learning environments

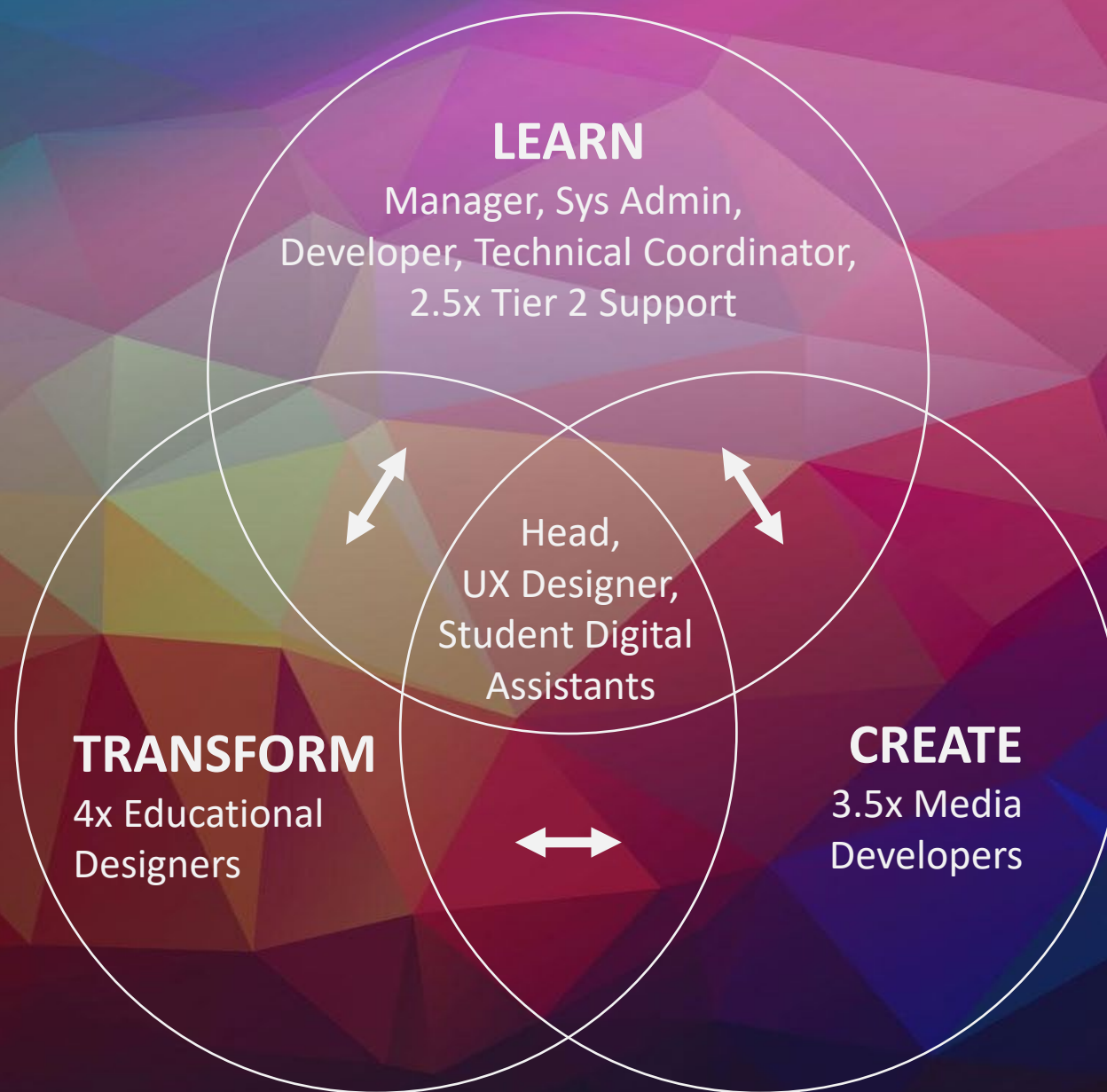
1. Established 2nd LMS tenancy on SaaS, Ultra at Base Nav with full Ultra Experience subjects
2. Developed and launched PG Data Science and Nursing Science in Oct 2017, Global MBA 2018 in partnership with 3rd party partner
3. Introduced 6 new study periods and 7 week carousel model
4. **Graduated our first ULTRA students in Aug 2018**



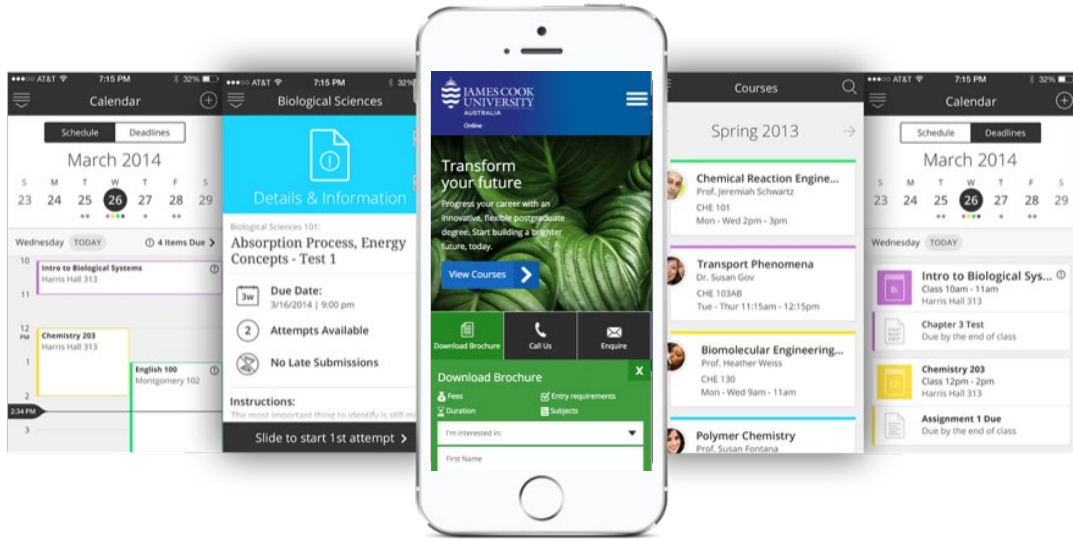
JCU Online
*new suite of fully
online programs*

Learning Environments & Transformations

Our three areas of focus

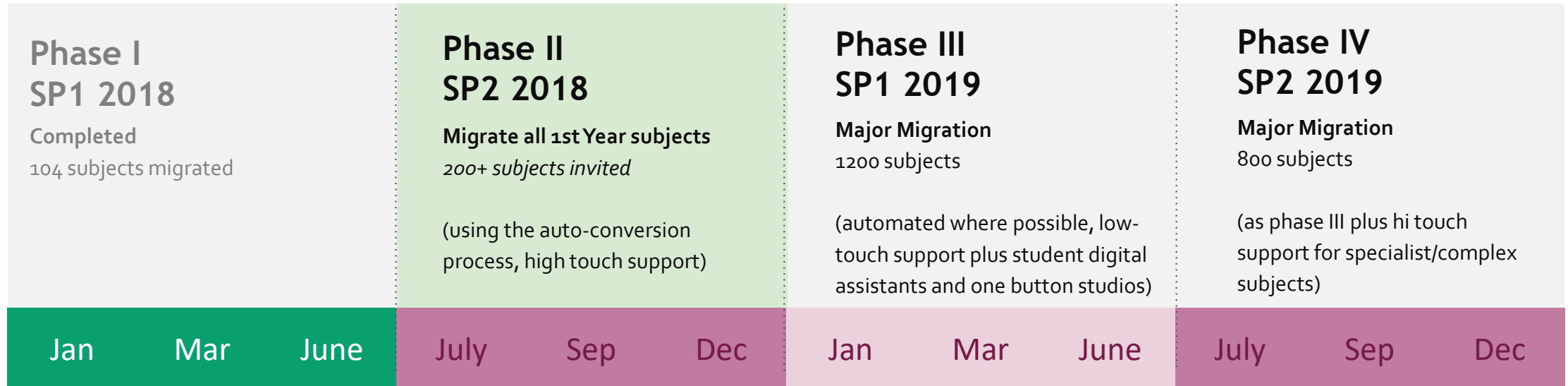


1. Merged two LMS tenancies and moved all subjects to SaaS, Ultra Base Nav, Hybrid 2018)
2. Digital first - 100% responsive design
3. Improve accessibility (WCAG 2.0)
4. Establish the JCU Digital Maturity Model
5. Migrate subjects that meet a Baseline Student Digital Experience
6. Integrating H5P, O365, Mediasite, PebblePad, Respondus, Studiosity, Epigeum, + publishers



Digitally enabled *Migration to new LMS*

Transformation Plan 2018-20



← JCU Online (2017)
New programs, 24 subjects
PG Nursing Science, Data Science

JCU Online
New program, 12 subjects
Global MBA

JCUC
4 New programs
16 subjects

Introduced the JCU Digital Maturity Model with 3 distinct levels.

- **Baseline** - have adopted the Student Digital Experience and meet threshold standards
- **Accomplished** - well integrated digital experiences that enhance student learning through the use of engaging interactive activities and assessment practice
- **Exemplary** - deeply engages with blended learning standards across multiple dimensions (a considered and well crafted learning design)



Digital Maturity Model

Developmental approach

Standards, guides, templates and policies

Established Standards for Blended and Online Subject Design and a Blended Learning Policy.

The Policy outlined definitions and principles at a high level. The Standards were a set of grouped indicators - comprehensive but broad and designed as a guide and a reflective tool.

As a foundation, these informed the SDE.

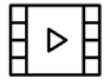




Subject Orientation



Learning Design



Media Content



Assessment



Communication



Support



Digital Self

SDE

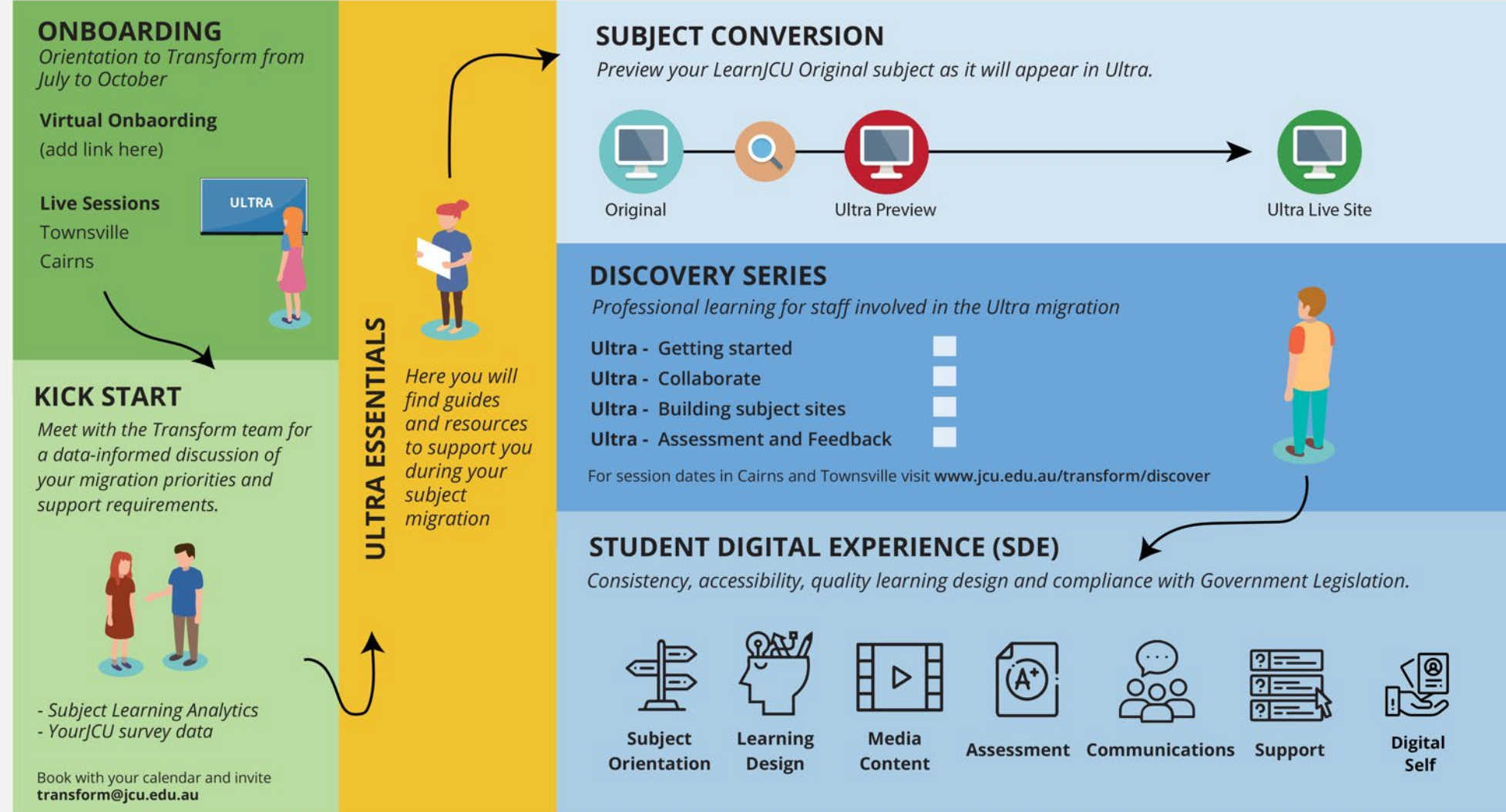
Student Digital
Experience
(Baseline)

Transform Phase II

Your guide to working with the Transform team

SUBJECT

SUBJECT COORDINATOR



ULTRA ESSENTIALS



Here you will find guides and resources to support you during your subject migration

The screenshot shows a web browser window with the URL https://learn.jcu.edu.au/ultra/courses/_969471/outline. The page title is "Ultra Essentials" for course "JCU02". It features a sidebar with navigation options: Roster, Course is open, Course Room, Attendance, and Announcements. The main content area is titled "Course Content" and lists several items, some of which are hidden from students:

- Student Introduction to Ultra (Hidden from students)
- One discussion board to rule them all (Hidden from students)
- Welcome (Hidden from students)
- 1. Building content (Hidden from students)

This block provides a detailed view of the "1. Building content" folder, which is visible to students. It contains the following items:

- 1.1 Quick tour of Ultra (Visible to students)
- 1.2 Your Ultra Sandpit Site (Visible to students)
- 1.3 Folders, Documents, and Links in Ultra (Visible to students)
- 1.4 SCORM Packages in Ultra (Visible to students)
- 1.5 Mediasite Lecture Recordings (Visible to students)
- 1.6 Readings in Ultra (Visible to students)
- 1.7 HSP in Ultra ...coming soon (Visible to students)

USER JOURNEY - Original to Ultra

STAGES



USER STEPS



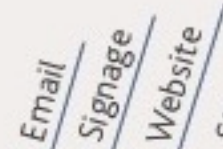
TOUCHPOINTS



AREAS

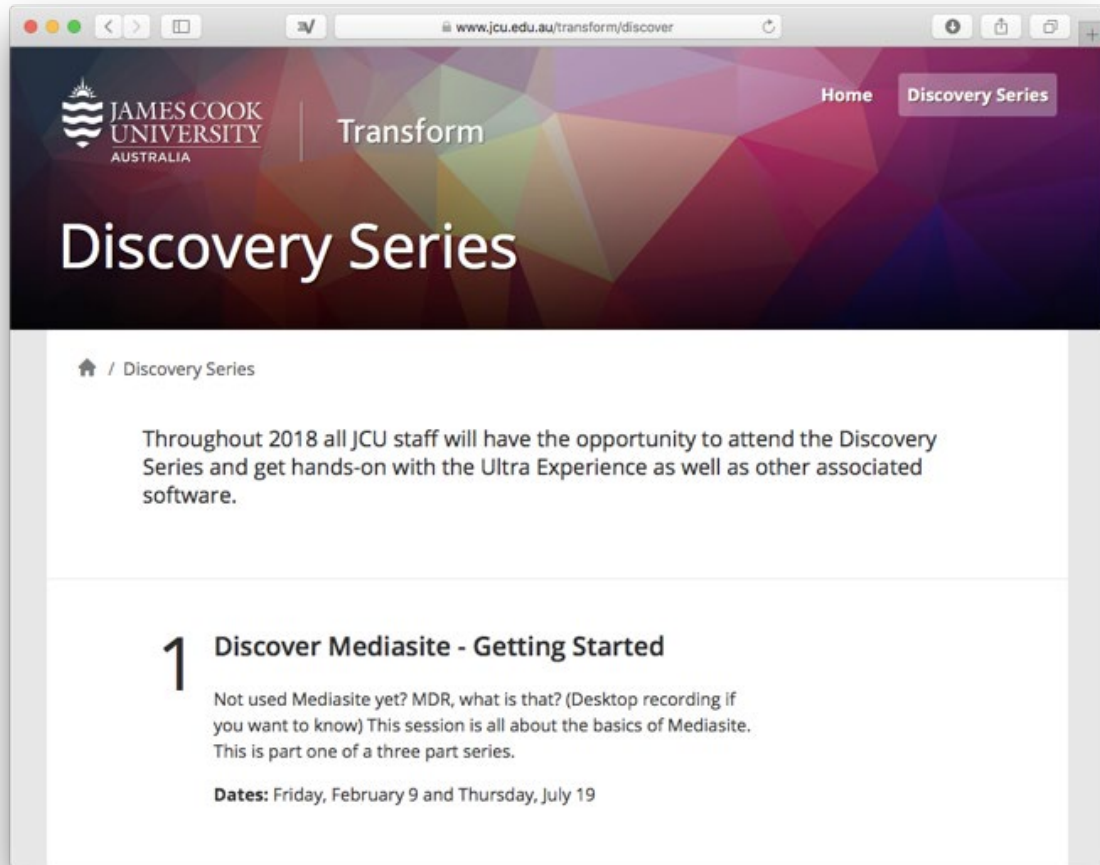


TOUCHPOINTS



AREAS

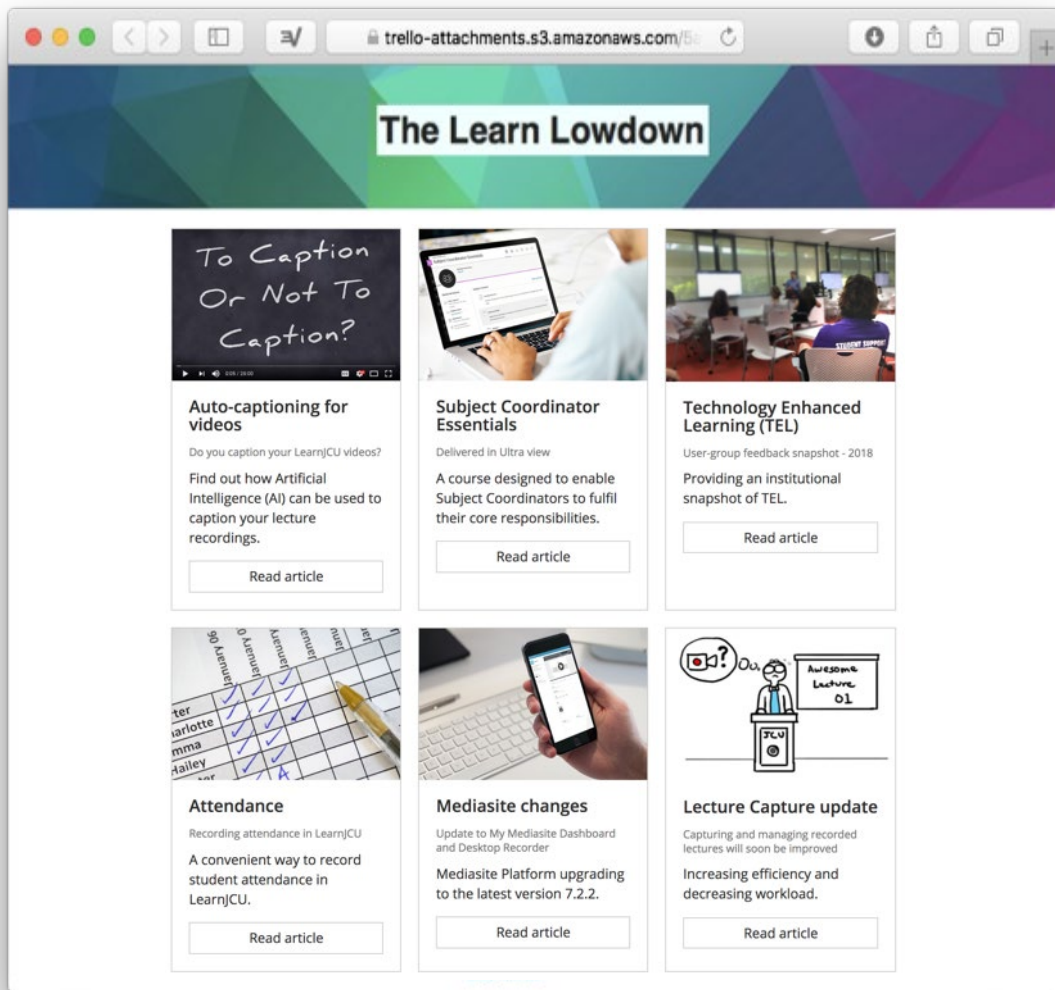




Regular workshops provided throughout the year

- Discover Mediasite
- Discover Collaborate
- Discover Ultra
- Discover Respondus
- Discover ePortfolios
- Discover Mobile





Communications

- Monthly news
- LearnJCU updates and new features
- Subject exemplars
- Workshop announcements

News and announcements

Subject outline

0 Week: Getting started
[Available based on date](#)

Subject overview: Associate Professor

New to JCU Online?
If you are new to JCU Online, welcome,
that will help you with your studies.

What belongs in an intro video:

- Short and engaging
- Show your personality
- Include your expectations for behaviour and participation
- Welcome any questions or concerns
- Refer students to the Subject Outline to:
 - Advise when you are available and how you can be reached
 - Direct them to where they can find help with technology or study support
- Advise how to get started in your course
- **Note:** if you omit any reference to dates you can reuse

The screenshot shows the JCU Online interface. At the top, the James Cook University Australia logo is displayed. Below it, the text 'Statistical Methods for Data Science' and 'Subject Overview' are visible. A video player shows a woman speaking. The browser address bar shows the URL: <https://learn.jcu.edu.au/bbcswebdav/pid-3051396-dt-content-rid-72...>. The main content area is titled 'Subject Outline' and contains a table with the following information:

Subject Name	Statistical Methods for Data Scientists
Subject Code	MAS820
Study Period	86
Study Mode	External
Campus	JCU Online
Subject Coordinator	Yvette Everingham

At the bottom of the page, there is a disclaimer: "We acknowledge the Traditional Owners of the lands and waters where our University is located and actively seek to contribute and support the JCU Reconciliation Statement, which exemplifies respect for Australian Aboriginal and Torres Strait cultures, heritage, knowledge and the values of justice and equity for all Australians."



Subject Orientation

Students will access the subject outline and the introductory recording to orientate themselves to the subject and to view subject details during the week prior to the study period commencing.

Document x Danny

Secure https://learn.jcu.edu.au/ultra/courses/_96947,1/outline/edit/document/_33...

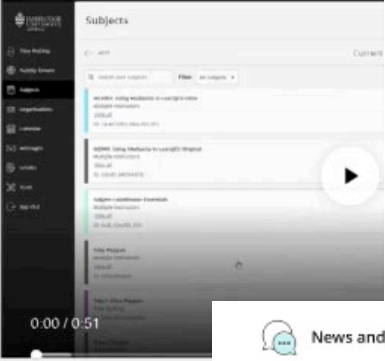
Step-by-step instructions to accessing your My Mediasite Dashboard

1. Log into [Learn@JCU](#)
2. Enter your subject site
3. Click on **Books and Tools Menu** on the the right
4. Click on the tool **My Mediasite**
5. The first time you click on this tool, it will ask your permis behalf. Click **Allow**
6. My Mediasite Dashboard will open in the peek panel.

NOTE: Staff may log in to [mediasite.jcu.edu.au](#) directly but acad related to subjects in which they teach.

Publishing a Mediasite video to your Ultra Sub

Watch this video to see how to publish your Mediasite video to:



0:00 / 0:51

Statistical%20Metho...pdf

Welcome
Hidden from students

Welcome/Onboarding - About the Digital transformation Project - Why Ultra? - The Student Digital Experience and setting a baseline - Working with the Transform Team (Action Plan)

1. Building content
Visible to students

Quick tour of the interface - Your sandpit - Creating folders, documents and links - SCORM packages - Mediasite recordings - Readings - HSP (coming soon)

2. Communication, Feedback, and Assessment
Hidden from students

Collaborate - Discussions - Announcements - the Activity Stream - Assessments - the Gradebook - the Attendance Tool - Gain data insights from Learning Analytics

3. Reusing content between Ultra Subjects
Hidden from students

Content between Ultra subject sites. Content

News and announcements

Subject outline

0 Week: Getting started
[Available based on date](#)

Subject overview: Associate Professor Yvette Everingham

New to JCU Online?
If you are new to JCU Online, welcome. In this section you will find essential information that will help you with your studies.




Learning Design

Students will engage with learning materials that are timely, accessible and inclusive; comply with legislative requirements; and purposefully designed to meet learning outcomes.

Subject Content | EMDS: week 1 topic 1 | Danny

Secure | <https://learn.jcu.edu.au/bbcswebdav/courses/18-MA5801-ONL-EXT-SP8...>



Topic 1:

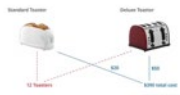
Matrix notation, matrix equations and Gaussian elimination

Much of your previous mathematics experience may have been in dealing with linear equations, perhaps graphing and solving them. In the field of data science, the ability to solve not just one or two, but dozens or hundreds of equations at once is a key skill. In this section we introduce matrix notation, defining linear equations in matrix form, and solving linear equations to matrix situations.

Leading example: Selling toasters

Equations are mathematical expressions of real-world problems that can be solved with mathematical tools. The following example exercise will take you through the process of turning a simple problem into a set of two equations and solving it.

An electrical retailer sells two types of electric toaster, standard and deluxe, for \$20 dollars and \$50 each respectively. On one day of trade, a total of 12 toasters are sold for a combined cost of \$390. We want to know how many of each type are sold. The figure below provides a graphical representation of the problem.



We can also describe this problem mathematically by identifying the number of standard toasters sold and the number of deluxe toasters sold. We can then write down two equations to describe this information:

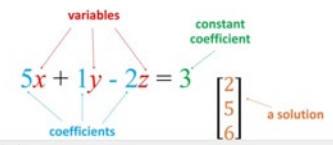
$$\begin{aligned} s &= \text{standard} \\ d &= \text{deluxes} \\ s + d &= 12 \end{aligned}$$

Linear equations

Terminology

A single linear equation can look like: $5x + 1y - 2z = 3$

This is the same as: $5x + 1y - 2z = 3$



Waiting for static.hotjar.com...

Statistical%20Metho....pdf

Media Content

Students will regularly engage with digital media, recordings and interactive activities to support their learning via the virtual learning environment (LearnJCU)

18-A-P32002-13V-INT-3P2 Physiotherapy 1

Grade Centre

Item	Due Date	Status
Overall grade		
Presentation	7/09/2018 12:00 pm	65 to grade
Prac exam	12/10/2018 2:00 pm	65 to grade
Viva	26/10/2018 5:00 pm	65 to grade
Written exam		


Assessment 3 - Statistical analysis

Add Feedback

Q2. Confounding variables. You also could mention here that the researcher could minimise any confounding effects by having subjects of the same sex, of similar age, and fitness level. Each subject then must undergo the same fitness test under similar conditions.

Question 2

Which of the following methods of heat transfer occurs when an increase in temperature creates a decrease in density, causing the warm, less-dense material to rise such as shown in this diagram?



Choose at least one correct answer

- A radiation
- B conduction
- C convection

Correct answer

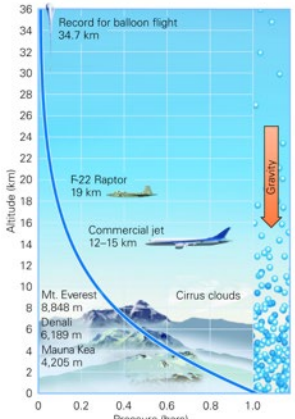
Content and Settings

(0) Submissions

Test Content

Question 1

Use the figure below to describe the relationship between air pressure and altitude.



Click to view larger image.

Test Settings

- Due date: [No due date](#)
- Grade category: [Test](#)
- Grading: [Points | 12 maximum points](#)
- Attempts allowed: [Unlimited](#)
- SafeAssign: [Enable Originality Report](#)

Description
This informative assessment in the form of multiple-choice questions allows to test your knowledge on the structure and composition of the Earth.



Assessment

Students will use criteria or scales to guide creation of their assessment tasks and access Grade Centre to view assessment results. Where appropriate students will use online submission and receive feedback electronically.

The screenshot displays a university Learning Management System (LMS) interface. On the left is a navigation sidebar with options like 'Institution Page', 'Danny Munnerley', 'Activity Stream', 'Subjects', 'Organisations', 'Calendar', 'Messages', 'Grades', 'Tools', 'Admin', and 'Sign Out'. The main content area is divided into several sections:

- Persuasive Communication:** A message titled 'Persuasive Communication' with 5 new messages. It includes a header for 'Assessment 3 - Statistical analysis' and a section for 'Add Feedback' with a question: 'Q2. Confounding variables. You also could mention here that the researcher could minimise any confounding effects by having subjects of the same sex, of similar age, and fitness level. Each subject then must undergo the same fitness test under similar conditions.'
- Discussions:** A section titled 'Discussions' containing three items:
 - News and announcements:** Visible to students. Description: 'This discussion forum acts as a notice board where your tutor posts subject-wide news and announcements. Please check regularly. For communications specific to each week of a topic of a week, please refer to the discussion forums in the ...'
 - Assessment discussion:** Visible to students. Description: 'This forum is reserved for discussions about assessment only. Please do not post content that unveils any aspect of the solutions to any piece of assessment in this subject.'
 - Getting to know your classmates:** Visible to students. Description: 'In this discussion, you will practice using the discussion tool while getting to better know your peers. It will also help your tutor to know your needs to support you more effectively. Feel free to comment on your classmates' posts if you feel ...'
- Subject Announcements:** A section with 4 posted announcements and 0 scheduled ones.
 - Assessment 4 (quiz) is now available:** Assessment 4 (Quiz) is now available. Instructions are g...
 - Quiz 1 due today:** This is a reminder that Quiz 1 is due today (11:59pm). Make sure you start it before 10:59pm, e...
 - Thursday Collaborate session is cancelled this week only.** We had to cancel the Alvaro's collaborate session this Thursday, due to laptop problems. Hopef...
 - Week 2 collaborate times.** Week 2 is an introduction to R. See the post by Glenn 16/07/18 @12:35pm in the Week 2 discus...
- Subject Room:** A section titled 'Subject Room' with a 'Join session' dropdown menu. The dropdown shows 'Subject Room' and 'Tutor led Collaborate sessions'. Below it, 'Announcements' are listed as '4 Posted | 4 Total'.



Communications

Students will engage in digital communication respectfully. Essential subject communication including announcements, emails, surveys, assessment information, and where appropriate to subject modes, staff-student and peer-peer interactions will be undertaken through the subject site.



Support

Students will have support for academic learning, technologies, careers and wellbeing via links to appropriate services and materials, and where appropriate subject-specific resources.



Common questions

Since the LearnJCU upgrade
Find out some of the most frequently asked questions reaching the Learning Environments team.

[Read article](#)

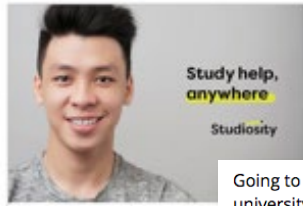


Going offline with the Blackboard App

Giving learners access to critical content anytime, anywhere

Breaking down the barriers

[Read article](#)



Studiosity

After hours online study help
At JCU we offer after hours online study support through Studiosity.

[Read article](#)

Going to uni isn't just about assignments and exams. At JCU we want your whole university experience to be a happy and healthy one – so tap into as many support services as you can and know your rights!

Personal support	+
Academic support	+
Rights and responsibilities	+
Student Support Officers	+
Student feedback, representation, consultation and complaints	+
Australian Aboriginal and Torres Strait Islanders	+
Careers and employment	+
International students	+
Financial support	+
Safety and wellbeing	-



LearnJCU has changed

Find out what's different
Our learn environment has undergone a major upgrade.

[Read article](#)



LearnJCU has moved to SaaS

A behind the scenes change with big potential

Find out more about to SaaS and its benefits

[Read article](#)



Looking back at LearnJCU

16 years of LMS history
The ever-changing face of

Getting Started

Peer Assisted Study Sessions

grammar WRITING
ENGLISH
ACADEMIC LANGUAGE READING
VOCABULARY speaking
Develop Your English

Maths and Statistics

The Learning Centre

Services Available

Getting Started

Peer Assisted Study Sessions

Assignments

» Academic Integrity

Develop Your English

Maths and Statistics

Exams

Short Courses and

Work

Down

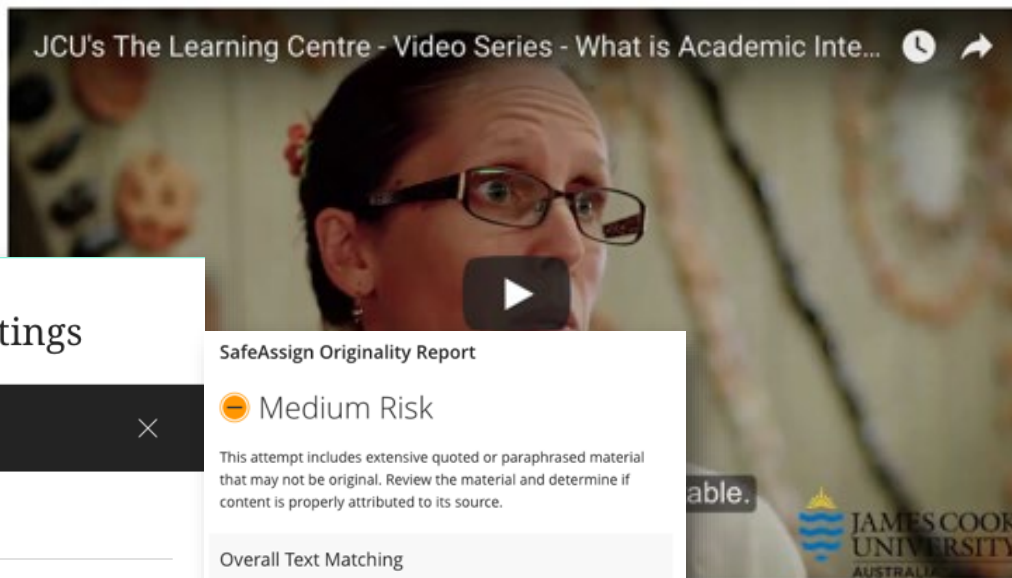
Book

Cont

What is Academic Integrity?

Academic integrity is the commitment to act ethically, with honesty, respect and fairness in creating and communicating information in an academic environment. This applies to both staff and students. In short, it means to produce original work and use other people's academic work with honesty and acknowledgement.

The opposite of this is academic misconduct. This is to act with dishonesty. Academic misconduct includes using another person's work without acknowledging the source (plagiarism), creating false data, or cheating on an exam. Academic misconduct carries serious penalties at JCU, including exclusion from the University.



Plagiarism check for quiz test

Assignment Settings

SafeAssign

Originality Report

- Check submissions for plagiarism with SafeAssign [Show more](#)
- Allow students to view the SafeAssign Originality Report for their attempts
- Exclude submissions from the institutional and Global Reference Databases

SafeAssign Originality Report

🟡 Medium Risk

This attempt includes extensive quoted or paraphrased material that may not be original. Review the material and determine if content is properly attributed to its source.

Overall Text Matching

Average Match	Highest Match
22%	22%
<small>Class Average: 22%</small>	<small>Submission_Text.html</small>

Originality Reports (1)

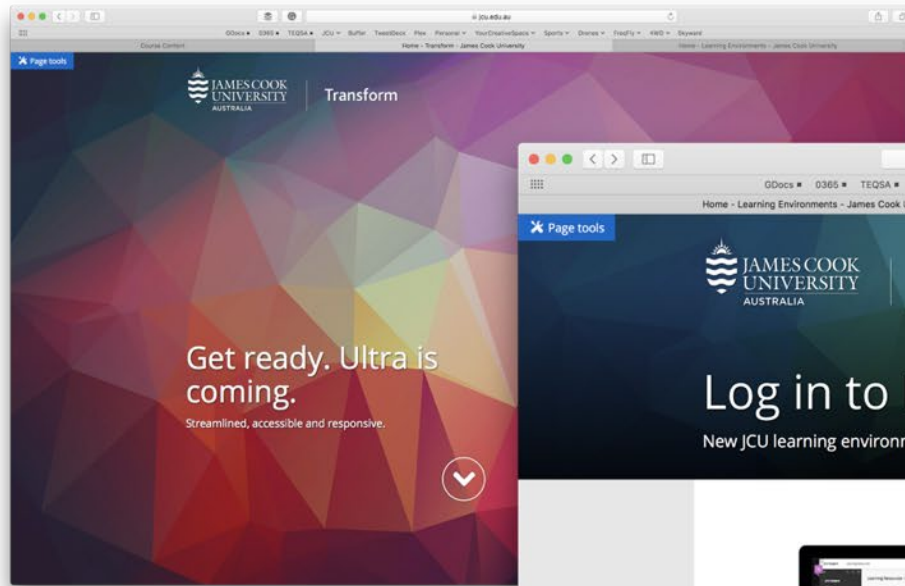
🟡 Question 1 Submission_Text.html 22%



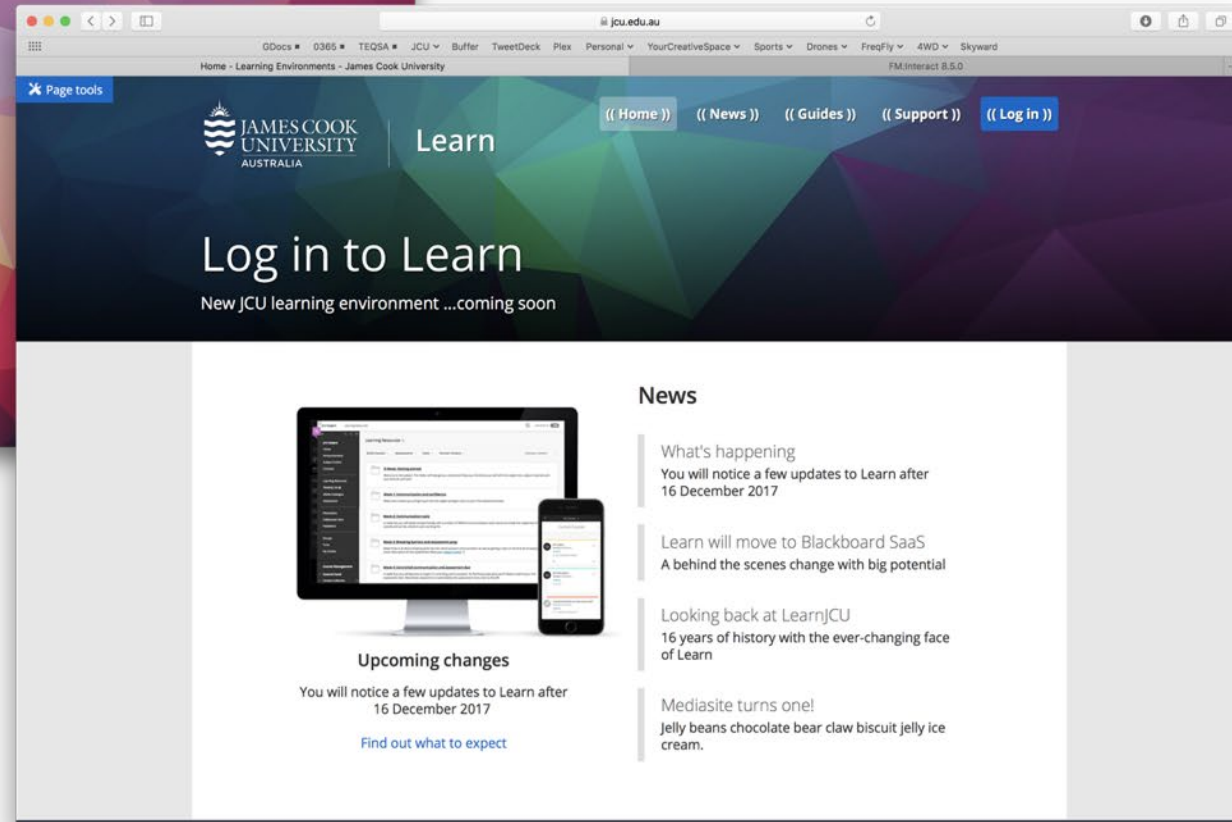
Digital Self

Students will engage ethically in learning activities including maintaining data privacy and confidentiality and satisfying academic integrity requirements. Students will develop an understanding of the digital self and maintain their online digital safety, security and reputation.

See our work



jcu.edu.au/transform



jcu.edu.au/learn

- ✓ Challenges and opportunities in transitioning to next generation learning environments
- ✓ Aligning new academic strategies with existing practice and culture
- ✓ What opportunities lie ahead for technology enhanced learning

Thank you

Danny.Munnerley@jcu.edu.au

