Generic Coordination Skills, Resources and Instructions for engaging learners

- In UO and Bb, set the expectations for students
  - **How to succeed in this unit**
    - You are expected to put in at least 10 hours of learning time into this unit which will be spread across
      - **Flipped Learning** – usually include some reading and/or playback a media resource and sharing your thoughts in the Discussion Board
      - **In-class activities** – problem-solving and group work that encourage engagement and participation, with your tutor and peers
      - **After class activities** – might include activities (individual or group) that help you synthesize and/or evaluate what you have learnt through flipped learning and in-class
      - **Blackboard Collaborate session** – allows you the opportunity (especially for the fully online students) to embed yourself into a “classroom” environment to interact with your tutor and peers.
  - **How to handle Flipped Learning prior to attending class** (usually made available to you before the weekend)
    - Read through the Learning outcomes for that topic so that you know what you are required to learn
    - Work through the resource(s) and activity. You don’t have to finish them at one shot. Allow yourself some time to digest the resource, make notes and jot down questions to bring to class (tips on note-making is available on [http://studyskills.curtin.edu.au/better-referencing/note-making/](http://studyskills.curtin.edu.au/better-referencing/note-making/))
    - Re-read the Learning outcomes to see if you have achieve every one of them
    - Review resource(s) if necessary or list down more questions to clarify with tutor in class.

- Offerings of **student support resources** (these are not the content resources)
  - Admin/technical support links
  - Learning support links (e.g. to the Library/Learning Centre, Counselling services)
  - Learning support resources – assessment rubrics (released prior to assessment deadline); past assessment exemplars to better interpret the rubrics; if using additional professional technology tool do offer how-to resources to learn the tool (e.g. LinkedIn Learning courses, YouTube clips).

- In UO and Bb, explain the purpose and how each assessment (formative and summative) build on each other.
  - Reason being:
    - We all know that students can be quite realistic and getting them to do formative learning tasks that do not reward marks can be tough. There must be enough justification that doing any formative task/activity will contribute towards their performance in a summative assessment. Only then would students be motivated to invest their time and effort. Thus it is important that feedback (in whatever form, from tutor or peers, via DB, in class or other collaboration/communication tools) are received for any formative task and the learning that happens during the process of attempting a formative task will help student do their formal assessment more efficiently and fare better
Blue double arrows: knowledge and skills required to be demonstrated in each assessment are scaffolded via formative task(s). Feedback provided for the formative task(s) target more at meeting the learning outcomes for the aligned assessment.

Red arrows: Building up of knowledge as ‘complexity’ and ‘scope’ of assessment get expanded progressively throughout the study period. Requires feedforward type of feedback to ensure students use the feedback received to improve on their next assessment.

- When students are explicitly informed how a summative assessment is designed to incorporate real world situations that require them to apply learnt knowledge and produce relevant artefacts that might be used outside of their studies for example, they will be willing to put in more effort.

- **Setting up Assessments and Blackboard Grade Centre**
  - Be consistent and clear in naming assessment title and the associated submission link
  - Understand the relationship between an assessment submission link and a grade column (non-associated vs associated – remove submission link and not the grade column vs calculated – mark out of exact assessment score or percentage)
  - Differentiate a Final Mark column created using Total or Weighted or Minimum/Maximum column.

- **It is important to engage students in class and outside class** (especially for the online students). **Learner engagement includes opportunity to work with other student as part of their study, participate in discussion and interact with peers** (inside and outside of study requirements and for International students, a chance to socialise with local students).
  - Use of Discussion Board
  - Use of other Blackboard collaboration tools such as wiki, blog, Bb Collaborate
  - Use of other social media and sharing platforms (e.g. Facebook, e-Pinup, Slack, Twitter).

- **Guidelines for moderating discussion forums** (very much dependant on your student style of learning)
  - Firstly, make sure that the way we write our discussion prompt is one that opens the door for discussion and not just requesting students to state some concepts they read
  - Let students know that you are reading all of their discussion posts, but that you might not always respond to everyone. Instead, you can publicly value threads of ideas or themes that you see across several students’ posts by make connections back to the topic or primary concepts in class
  - When replying to students’ posts, provide a rationale for replying, e.g. 2 students shared 2 different views, suggest what you think of the 2 views and end your response with another open trigger. If browsing through students’ posts, tutor identifies that students are only approaching the trigger in one direction and not exploring other perspective(s), use this opportunity to highlight the difficulty /importance to look at other aspects
  - Be specific in terms of requesting them to also ‘reply to another 1-2 posts from their classmates who shares a different view’.

- **Wiki versus Blog versus Discussion Board**

<table>
<thead>
<tr>
<th></th>
<th>Blogs</th>
<th>Wikis</th>
<th>Discussion board</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authoring of new topics</strong></td>
<td>Driven by owner or small group of people</td>
<td>Driven by the public</td>
<td>Driven by owner or small group of people</td>
</tr>
<tr>
<td><strong>Intention</strong></td>
<td>Personal accounts, news and reflection</td>
<td>More for information purposes and collaboration in a workflow manner</td>
<td>Group input, collaboration and decision-making</td>
</tr>
<tr>
<td><strong>Response</strong></td>
<td>Comments are not expected, but encouraged</td>
<td>Comments are not expected</td>
<td>Posting is explicitly requesting for feedback</td>
</tr>
<tr>
<td><strong>Personal link</strong></td>
<td>Build on the width and depth of one’s thinking</td>
<td>Creation of documents for sharing and updating</td>
<td>Offer a broader insights into a group context</td>
</tr>
<tr>
<td><strong>Tone used</strong></td>
<td>Conversational</td>
<td>Passive and active</td>
<td>Conversational</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Static content once posted doesn’t change, comments will add information to postings</td>
<td>Not permanent as content can be revised by anyone</td>
<td>Static content once posted doesn’t change, replies add information to postings</td>
</tr>
<tr>
<td><strong>Chronology</strong></td>
<td>Reverse chronological order, with most recent posting on top of page</td>
<td>Content is displayed in a tree structure</td>
<td>Different presentation depending on setup</td>
</tr>
</tbody>
</table>