

# Centre for Education and Innovation

# Agenda

1. CEI changes, who we are and our vision
2. Project Spotlight: Academic Timeline
3. Project Spotlight: Distinctive Curriculum and INSPIRE
4. Project Spotlight: Canvas LMS Implementation
5. Q&A
6. Wrap up
7. Light refreshments and conversations Morning/Afternoon Tea



**There is a difference between offering a service and being willing to serve. They may both include giving but only one is generous.**

Simon Sinek

 quora.com



**Our priority is to:**

**Ensure that ACU is  
recognised as a  
high-quality higher  
education provider**

# ACU Education Strategy

## Pillar 1:

Student learning experience is central to success

## Pillar 2:

Engaging and enriching curricula create opportunities for success

## Pillar 3:

Evidence-based teaching directly contributes to the student learning experience

## Pillar 4:

Staff professional learning supports scholarly teaching and scholarship of learning and teaching

[https://www.acu.edu.au/-/media/staff-site-rte-docs-only/docs/v4\\_ritm0074307-education-strategy.pdf](https://www.acu.edu.au/-/media/staff-site-rte-docs-only/docs/v4_ritm0074307-education-strategy.pdf)

# CEI's model of partnership with faculties

## Academic Integrity

- Proactive minimisation of academic misconduct, through Staff and Student AIMS and other initiatives.
- Support for staff and students with where academic integrity breaches have occurred

## INSPIRE

- Collating high level evidence
- Developing evidence
- Sharing stories of using evidence

## Learning Experience Design

- Learning design,
- Learning technology
- Multimedia production

## InPlace

- Administration, direction and support of the InPlace system and placements.

## Office of CEI

Provides strategic leadership and service with a focus on integrated services that are grounded in collaboration and an intimate understanding of faculties:

- Strategic projects
- Education Strategy
- Working groups
- Faculty ambassadors

## ACU Faculties

- Education and Arts
- Health Sciences
- Law and Business
- Theology and Philosophy

## Integrated Environment

- Service catalogue
- Project roadmap
- Working groups
- Faculty ambassadors
- Formal committees
- CEI website, front-door service requests and email

## Quality Enhancement

- SELT and the Evaluation of Learning and Teaching,
- Course Reviews
- First Nations Curriculum
- L&T policy and procedure suite
- Academic development

## Academic Skills Unit

- Programs and services to promote student learning and success
- Maths support
- Literacy support

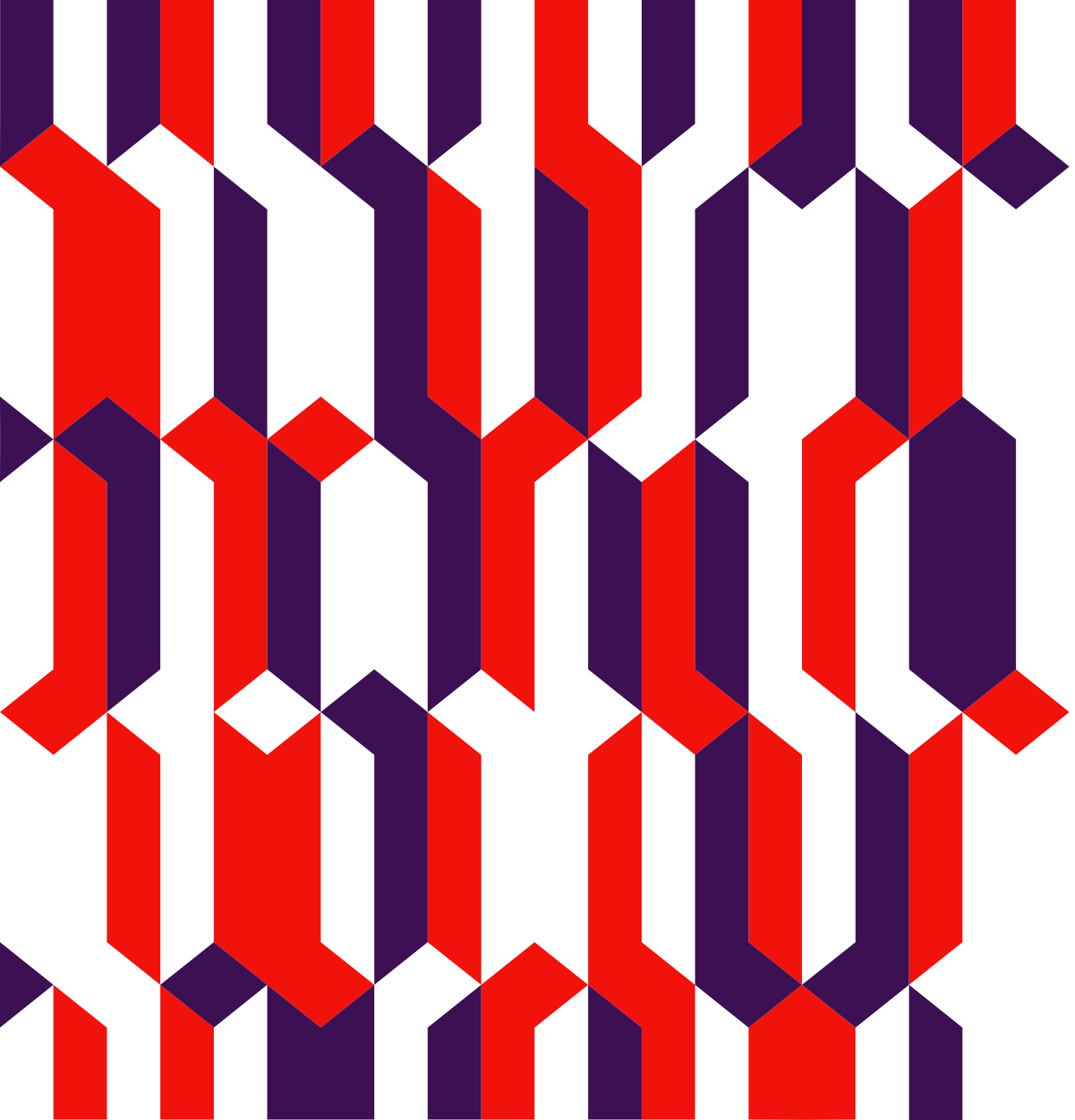
## Scholarship and Professional Learning

- A Professional Learning Program to support the career development and capability of ACU's academic and teaching staff.

Project	Contact	Focus
<b>Distinctive Curriculum, including Inspire</b>	Anthony Whitty	Defining a course level commencing student experience that represents a distinctly ACU experience.
<b>Canvas LMS implementation</b>	Troy Severino	Transitioning to the Canvas learning environment and delivering uplifted staff and student experience.
<b>Academic Timeline</b>	Ti-ann Dalziel	Developing a calendar of interactions between faculties and directorates and promoting sustainability of the main interactions.
<b>Assessment Policy and Procedures</b>	Georgia Clarkson	Review and update the Academic Board approved documentation on how ACU conducts assessment.
<b>L&amp;T Policy and Procedures</b>	Georgia Clarkson	Review and update the Academic Board approved documentation on the process of delivering ACU units.
<b>L&amp;T Quality Assurance Framework</b>	David Heath	Consolidation of quality activities into a clear approach to guide our collective efforts.

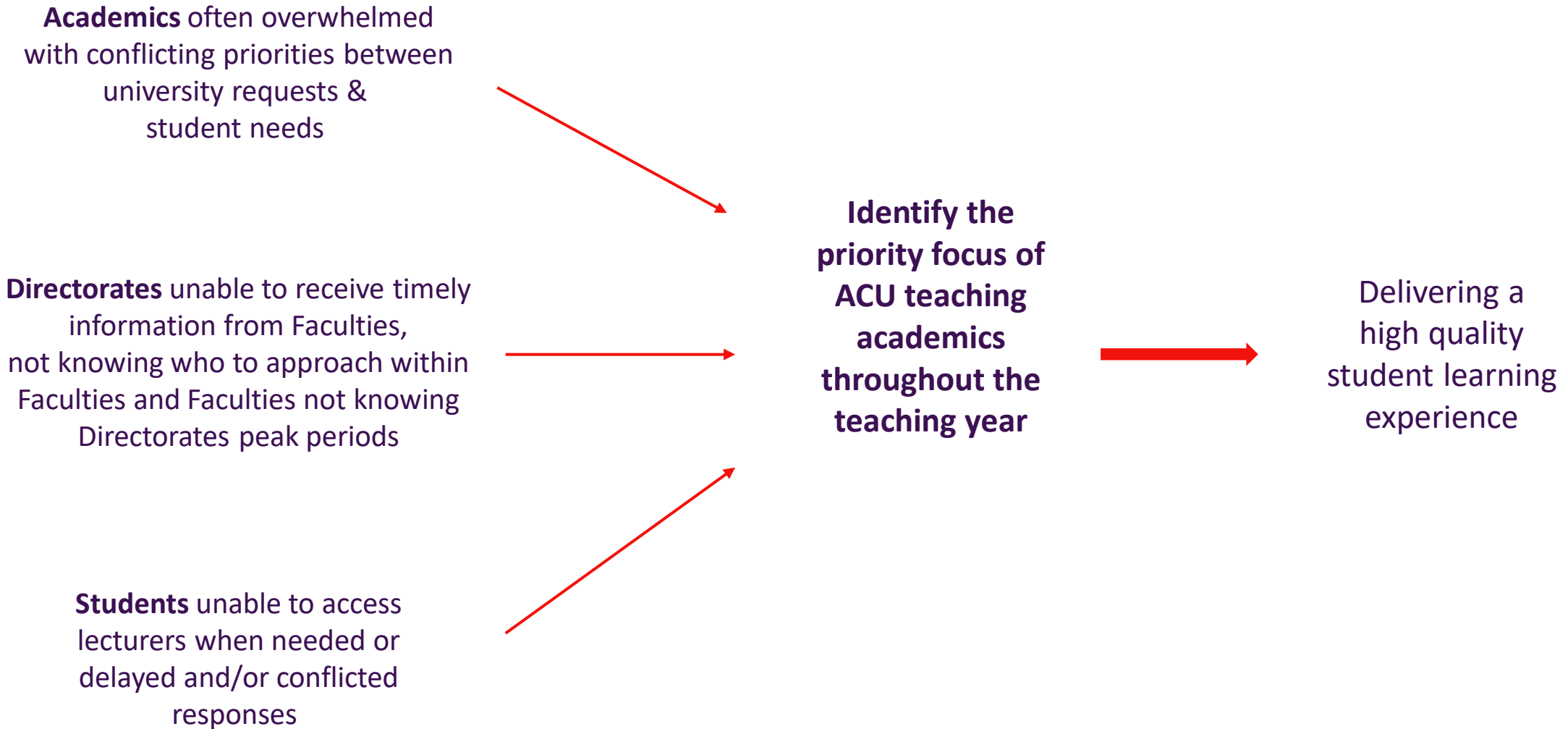
Project	Contact	Focus
Professional Learning Program	Alison Owens	A program bringing together Learning and Teaching professional learning activities at ACU, including an Education and Innovation Showcase
ACU Studios	Michael Sobek	Multimedia production facilities for learning and teaching materials
Learning Design Process	James Nicholson	Designing a clear program of learning design work to provide increased value to students and staff.
Course Review Support Process	Jo Campana	Designing a clear process around the way course reviews are supported by CEI.
Evaluation of L&T Policy	Christian Lorenzen	Review and update the Evaluation of L&T policy to better support ACU's Education Strategy.
Graduate Attributes	Susan Brooman-Jones	Implementation of the revised ACU's graduate attributes



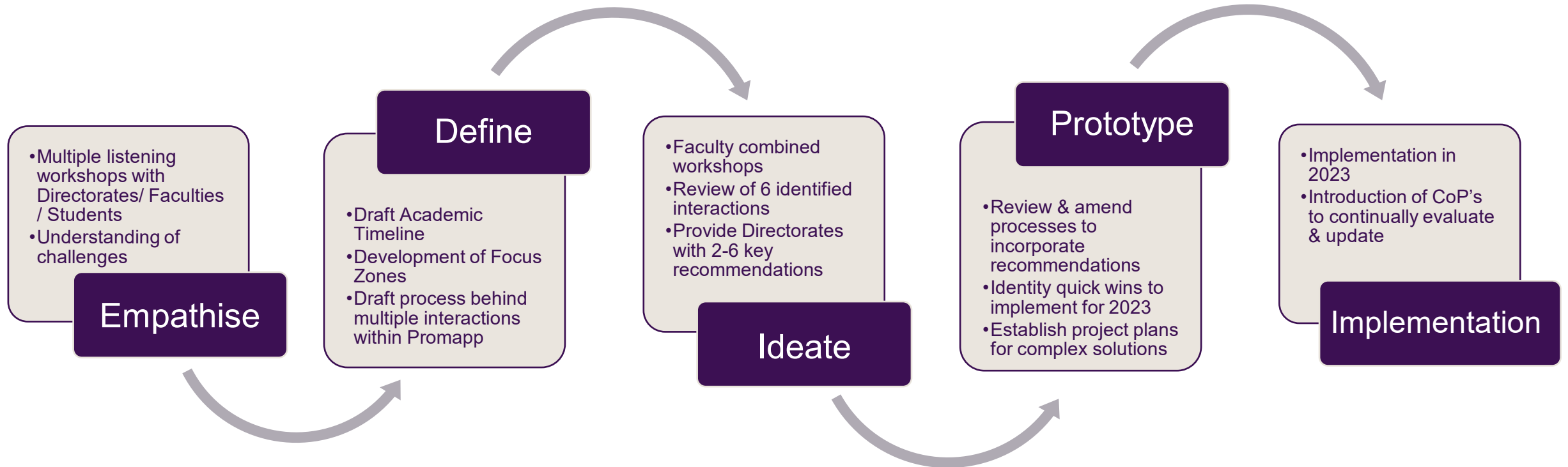


# 1. Academic Timeline

# Purpose of Academic Timeline

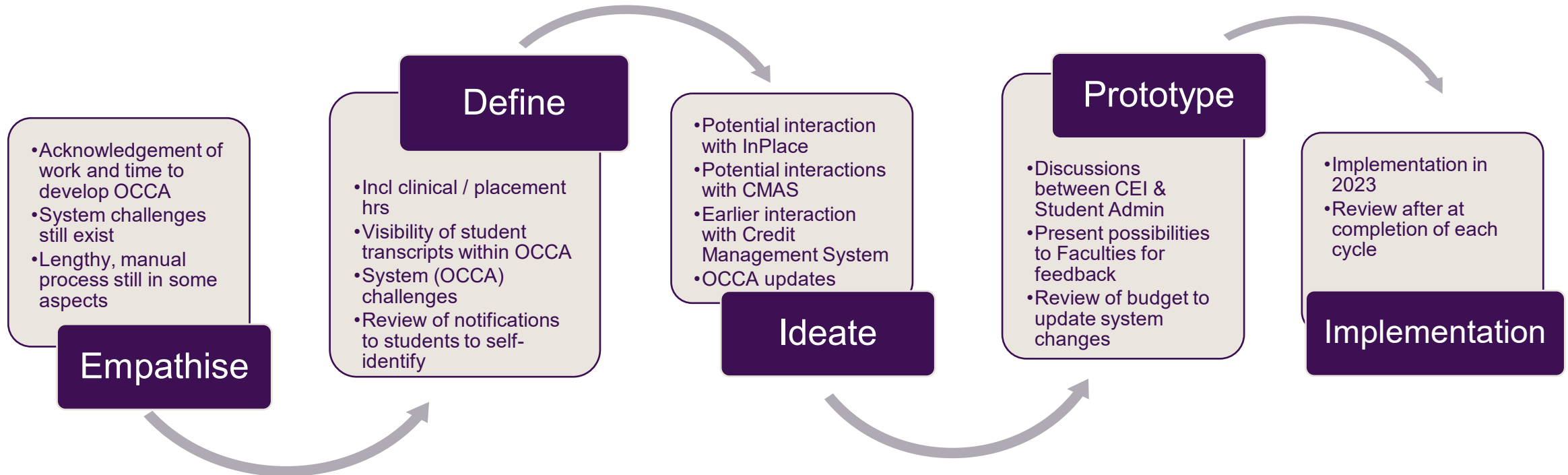


# Design thinking applied to Academic Timeline

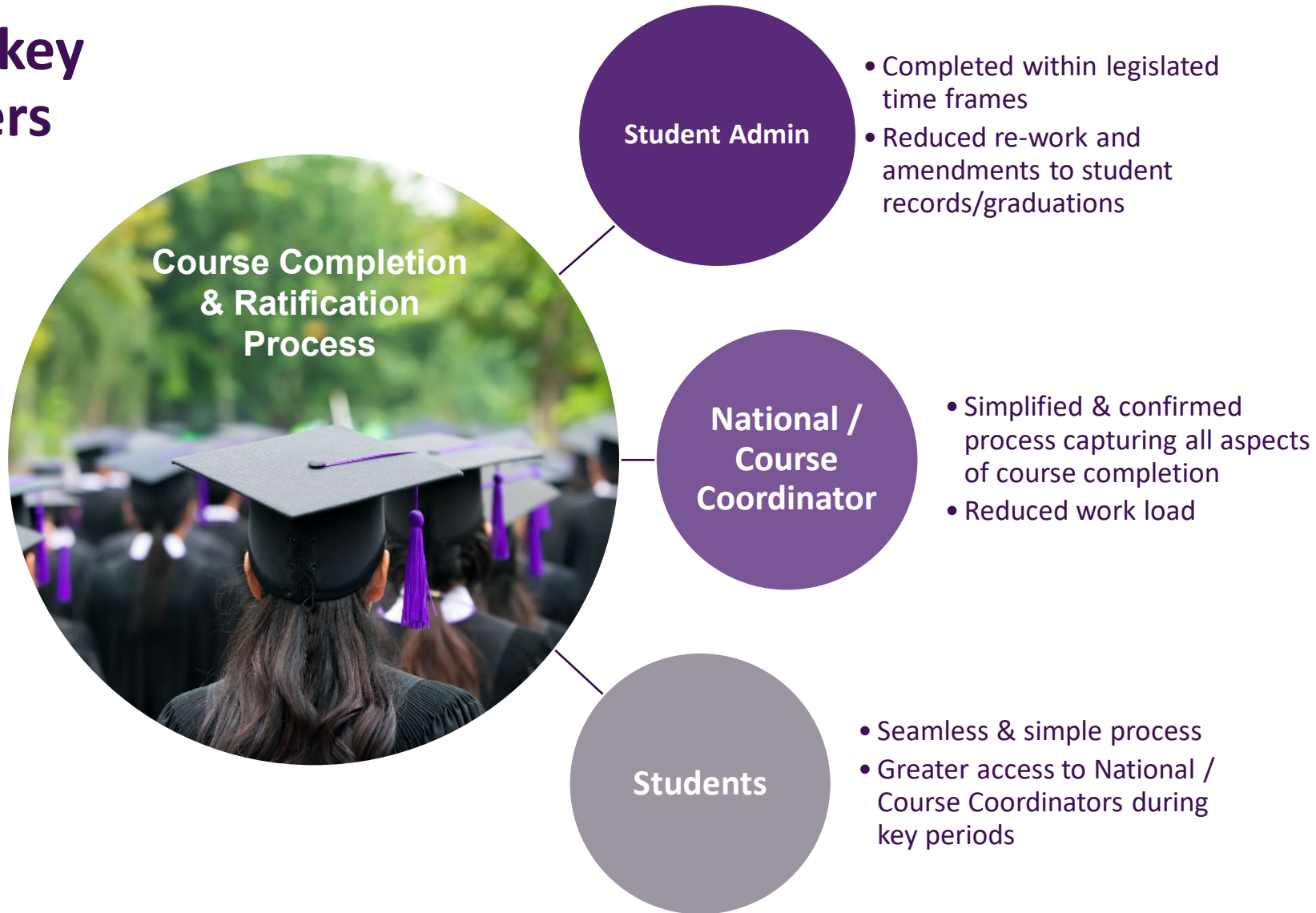


# Example and Impact of Identified Process

## Course Completion & Ratification Process



# Impact on key stakeholders



## 4. Demonstration video of Academic Timeline

[Click to watch: Academic Timeline Demonstration.mp4 \(echo360.net.au\)](#)

# Faculty of Law and Business

## Welcome to the Faculty of Law and Business SharePoint Sites

The Faculty of Law and Business, led by Interim Executive Dean Professor Susan Dann, offers Law and Business courses across eight ACU campuses - Ballarat, Brisbane, Canberra, Melbourne, North Sydney, Rome, Strathfield & Blacktown.





The Faculty consists of two national Schools:

The Thomas More Law School is led by the Dean of Law, Professor Patrick Keyzer. The School offers undergraduate and postgraduate courses in Law and Criminology.

The Peter Faber Business School is led by interim National Head Associate Professor Pandula Gamage and offers undergraduate and postgraduate courses in Business and Information Technology.

The Faculty leadership team includes the Interim Associate Dean (Research) Professor Rocque Reynolds and the Associate Dean Learning and Teaching Associate Professor Bhavani Sridharan.

### FLB Roles and Positions

			
FLB Key Position Listing	Faculty Organisation Chart	Thomas More Law School	Peter Faber Business School

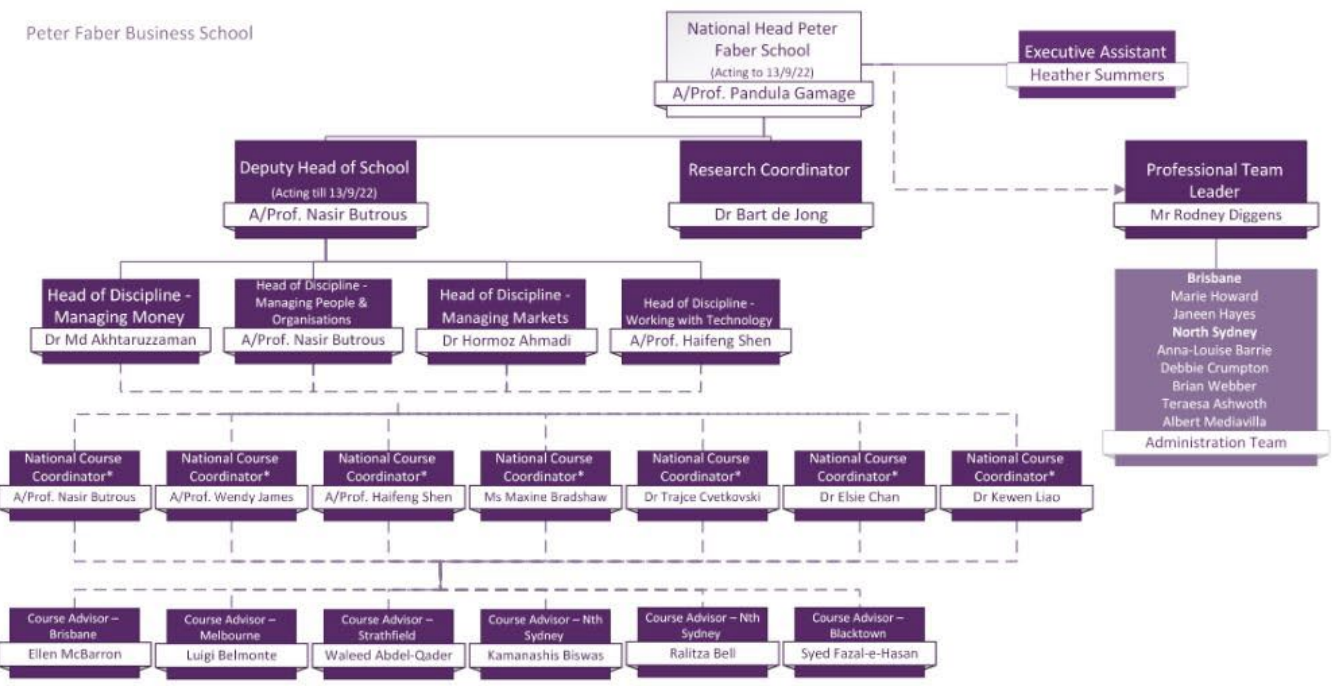
### FLB SharePoint Subsite Landing Pages

Faculty Office	Learning & Teaching	Research
Thomas More Law School	Peter Faber Business School	Course Proposals & Reviews

### Resources & Quick Links

- Protocols and Processes
- Travel information
- Event Management
- Logos, stationary & templates

# Peter Faber Business School



**\*National Course Coordinators**

- A/Professor Nasir Butrous | Bachelor Commerce, Bachelor Commerce / Bachelor Business (major)
- A/Professor Wendy James | Bachelor Business Administration, Bachelor Business Administration Double Degrees (excl Business Nursing/Bachelor Business Administration)
- Ms Maxine Bradshaw | Bachelor of Information Technology
- Dr Kewen Lia | Master Information Tech, All Grad Certs & Dips (except Cyber Security)
- Dr Elsie Chan | Bachelor of Accounting & Finance, Master Professional Accounting, MBA, All Grad Certs & PG Courses (except OHSE & IT)
- Dr Trajce Cvetkovski | Master DHSEM, Grad Cert OHSEM, Grad Cert OHSEM

**Head of Discipline** is responsible for the delivery and content of units  
**National Course Coordinator** is responsible for the structure of course (e.g. RPL, Course Completion)



# FHS Key Positions

Site contents

## FHS Directory of Key Positions

Please find below a list of staff holding key positions in the Faculty.

You can **filter** the list by School, Campus, Discipline, Position etc. by hovering over the relevant column heading and clicking the arrow. To remove a filter, click the arrow again and select 'Clear Filter'.

To **update** an entry, hover over the relevant entry and click the tick box on the left. A new menu bar appears at the top of the page. Click 'Edit Item' to make your updates in the pop-up window. Then click 'Save' at the bottom of the pop-up window.

Please note that only the first 30 entries are shown in the default view. You can access **additional entries** by scrolling to the bottom of the list and clicking the arrow.

If you have any **questions**, please email [FEO.FHS@acu.edu.au](mailto:FEO.FHS@acu.edu.au).

[+ new item](#) or [edit this list](#)

All Items ...

✓	Title	Name	School	Campus	Discipline	Position(s)	FHS Course
	Dr	<input type="checkbox"/> Adam Burston	School of Nursing, Midwifery & Paramedicine	Brisbane (McAuley)	Nursing	Campus Course Coordinator	Master of Health Administration
	Dr	<input type="checkbox"/> Adam Hewitt	School of Behavioural and Health Sciences	Brisbane (McAuley)	Exercise Science	Campus Course Advisor	Bachelor of High Performance Sport
	Dr	<input type="checkbox"/> Adam Hewitt	School of Behavioural and Health Sciences	Brisbane (McAuley)	Exercise Science	National Course Coordinator	Graduate Certificate in Performance Analysis
	Dr	<input type="checkbox"/> Adam Walsh	School of Behavioural and Health Sciences	Melbourne (St Patrick's)	Nutrition		
	Dr	<input type="checkbox"/> Alankaar Sharma	School of Allied Health	Strathfield (Mount Saint Mary)	Social Work	Assistant Deputy Head of School	
	Dr	<input type="checkbox"/> Alankaar Sharma	School of Allied Health	Strathfield (Mount Saint Mary)	Social Work	Campus Course Coordinator	Bachelor of Social Work (Pass and Honours)
	Associate Professor	<input type="checkbox"/> Alicia Evans	School of Nursing, Midwifery & Paramedicine	Melbourne (St Patrick's)	Midwifery,Nursing,Paramedicine	National Course Coordinator	Bachelor of Nursing (Honours),Bachelor of Paramedicine (Honours),Bachelor of Midwifery (Honours)
	Associate Professor	<input type="checkbox"/> Alicia Evans	School of Nursing, Midwifery & Paramedicine	Melbourne (St Patrick's)		Deputy Head of School	
	Dr	<input type="checkbox"/> Alison Hughes	School of Behavioural and Health Sciences	Melbourne (St Patrick's)	Public Health	Campus Course Coordinator	Bachelor of Applied Public Health,Bachelor of Applied Public Health (Honours)
	Ms	<input type="checkbox"/> Amanda Vickers	School of Nursing, Midwifery & Paramedicine	Canberra (Signadou)	Nursing	Campus Clinical Coordinator	
	Dr	<input type="checkbox"/> Andrew Townshend	School of Behavioural and Health Sciences	Brisbane (McAuley)	Exercise Science	Head of Discipline	
	Mr	<input type="checkbox"/> Andy Butt	School of Nursing, Midwifery & Paramedicine	North Sydney (MacKillop)	Midwifery,Nursing,Paramedicine	Team Leader	

## Where to next for the Academic Timeline

- August Faculty Workshops
- Continued work with ACU IT
  - Publication of Academic Timeline
  - Review of automation for key co-ordinated positions
- Implementation in 2023
- Initiate Community of Practice in 2023

If interested in participating in August workshops or Community of Practice email [Ti-ann.Dalziel@acu.edu.au](mailto:Ti-ann.Dalziel@acu.edu.au)



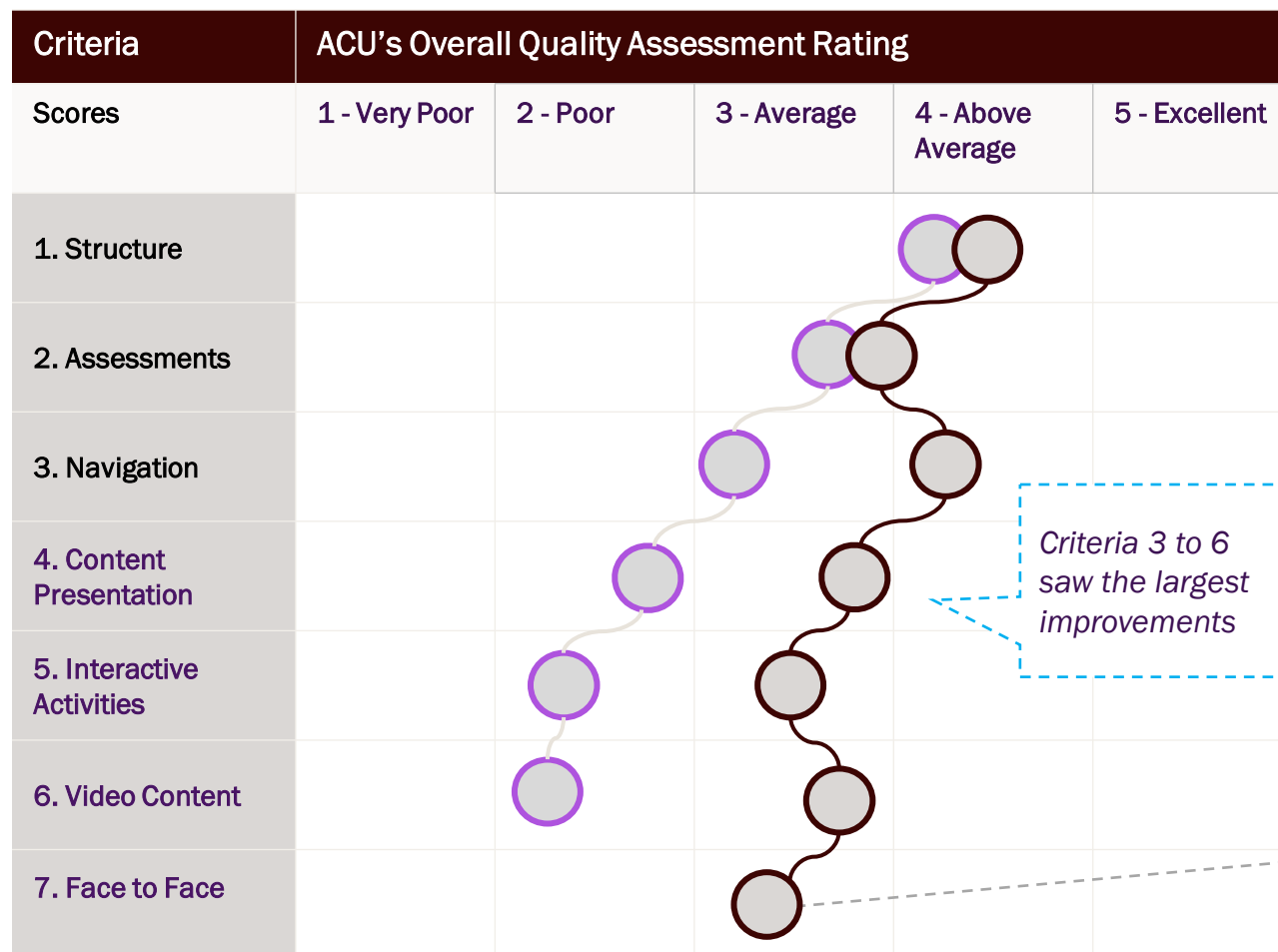
## **2. Distinctive Curriculum, and INSPIRE**

# A distinctive curriculum

## Blacktown Campus – Transition Pedagogy



- ACU Signature pedagogy is an evidence-based approach to the design and delivery of learning and teaching underpinned by the ACU mission.
- 1. **Transition** - curriculum and its delivery should be designed to be consistent and explicit in assisting students' transition from their previous educational experience to learning in higher education.
- 2. **Diversity** – appreciation of individuality and diversity means caring about and relating to each student in a class (Scott, 2003).
- 3. **Engagement** – learning, teaching, and assessment approaches should enact an engaging and involving curriculum and enable active and collaborative learning.
- 4. **Design** – blended learning design promotes an active student-centred style of learning.
- 5. **Assessment** – early formative evaluation of students' work is critical, to aid learning and to provide information to both students and staff on achievement.
- 6. **Evaluation and monitoring** - active strategies embedded to monitor student engagement with learning and identify and intervene in a timely way with students at risk are critical to addressing issues which may lead to attrition.

# Re-assessed units improved across all areas of the criteria



## Comments

- Structure and assessment remained consistently high in the re-assessment
- There was substantial improvements in key focus areas: navigation and content presentation, with most units adhering to a consistent and recognisable ACU style and structure
- Significant progress was made in video content and interactive activities, which was a key focus area during the digital uplift
- Substantial efforts were made to utilise the LEO platform to improve student engagement and active learning, and the impact of this is shown in the improvements in assessment results

 Initial assessment overall results  
 Re-assessment overall results

*As units moved from face-to-face to online delivery, there was no opportunity in the initial assessment to test how “blended” content complemented face-to-face<sup>1</sup>*

Notes: <sup>1</sup>Units typically received NA for the face-to-face metric in initial assessments, but most uplifted their face-to-face content to suit the digital environment in re-assessments. Source: SPP Approach (2021)

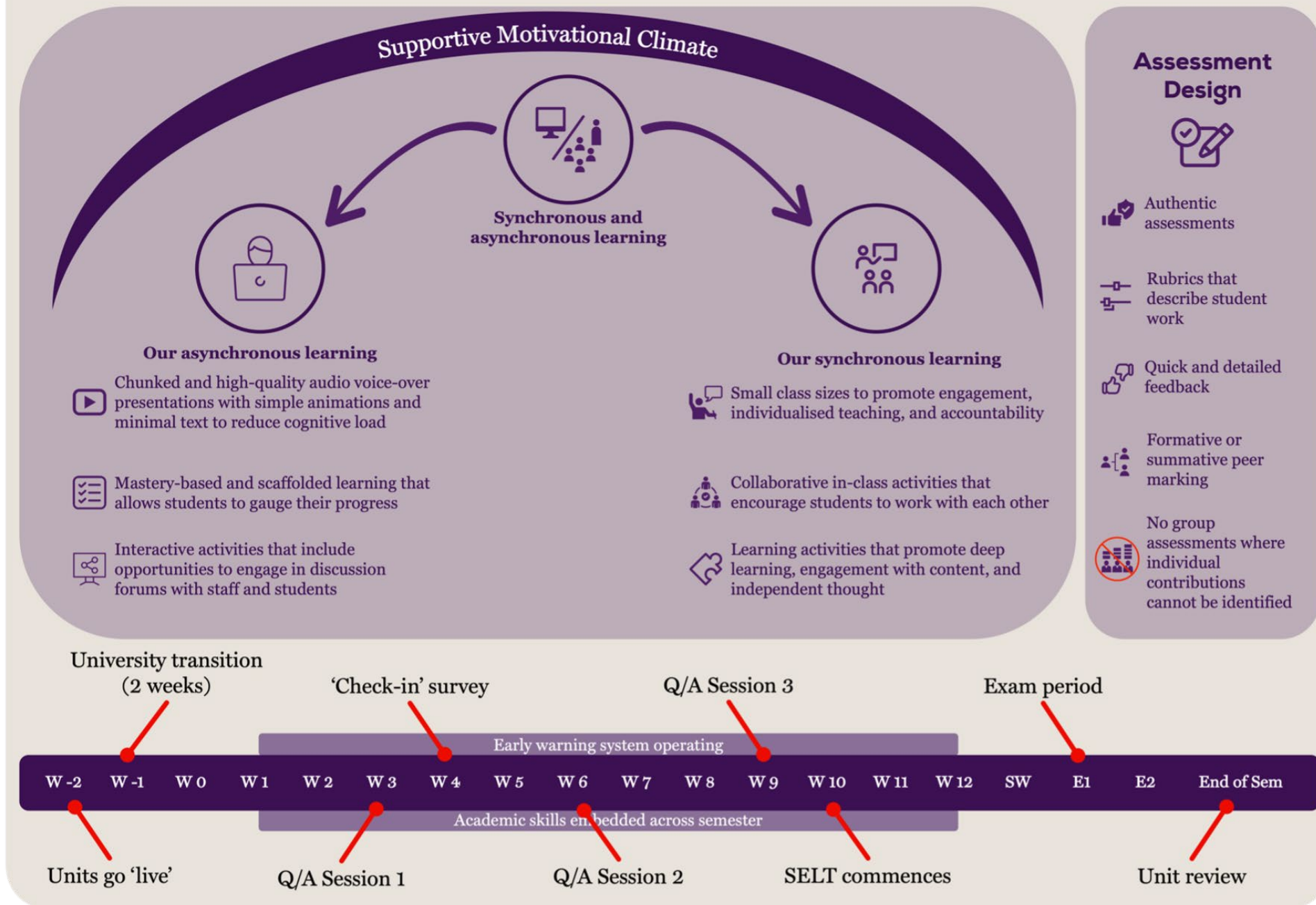
## INSPIRE video

[Click to watch: John Mahoney - INSPIRE Roadshow Presentation \(echo360.net.au\)](https://echo360.net.au)

# Distinctive Curriculum

draft concept – under discussion

## ACU Distinctive Curriculum





## 3. Canvas LMS Implementation





## Vision

The vision of the project is to positively transform the educational experience for students and staff at ACU with the implementation of the Canvas LMS.

# Realising this vision for ACU

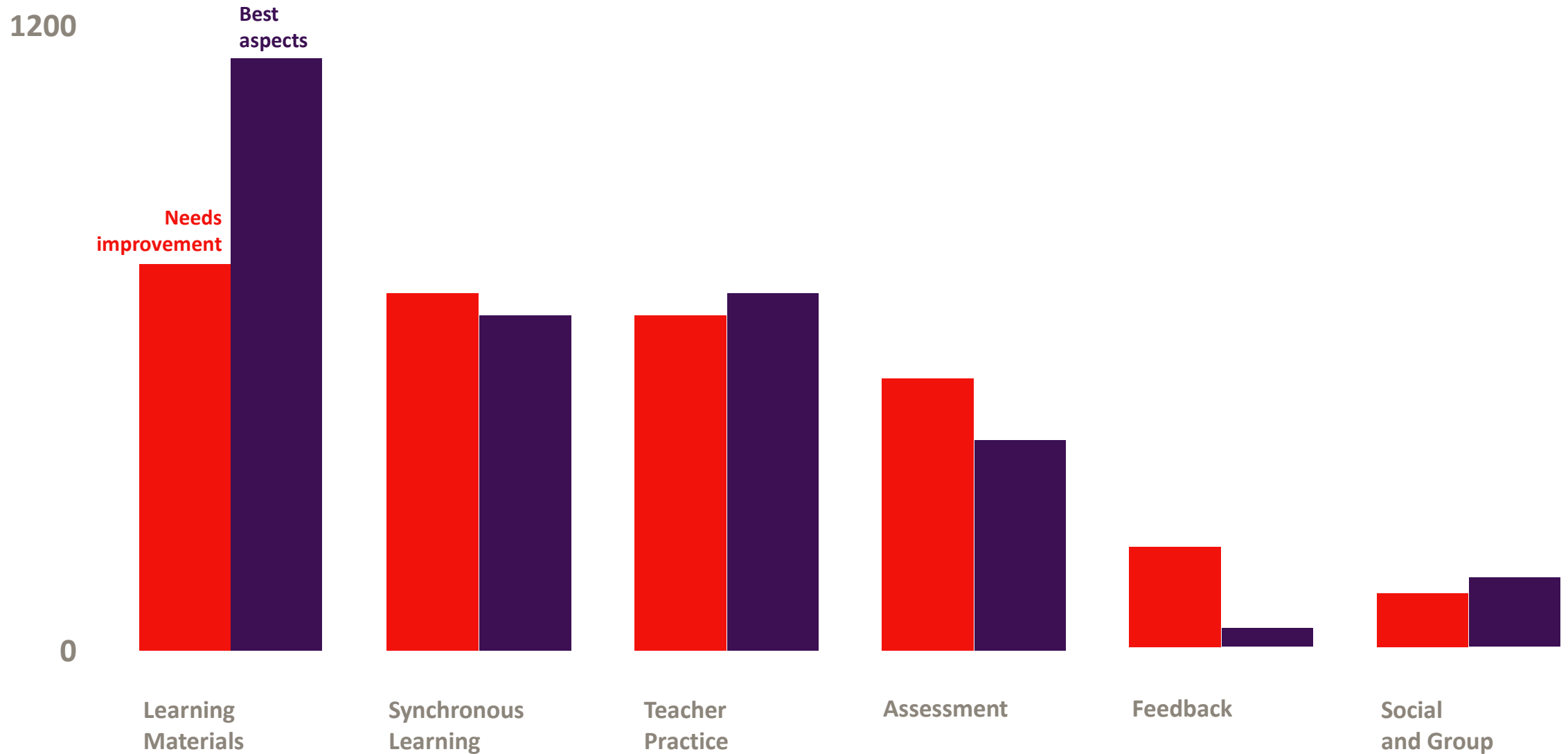
## The vision will be experienced as:

- A contemporary learning environment that supports both the mission, and the current and future pedagogical ambitions, of ACU.
- Consistent, well-organised, high-quality learning materials.
- Canvas being an online classroom that is explicitly connected to the on-campus learning experience for ACU students.

## The project will:

- Migrate and uplift over 1500 units and 4000 individual sites to the Canvas LMS.
- Transform enterprise-wide system integrations to the LMS

# Technology Enhanced Learning themes from 4000 SELT responses (2020 and 2021)



## But what are students *actually* saying.

### Learning Materials

We want clear structure and navigation of LEO sites and materials

**We want good quality learning materials (readings, audio, video, slides).**

We want a reasonable, not excessive, amount of learning materials.

We need timely access to learning materials.

Learning materials need to feel current.

### Synchronous Learning

Lectures, tutorials and content are well-aligned.

**Breakout rooms need to be guided interactions and activities with participants.**

The amount of synchronous interaction with teachers is important to us.

Sessions need to be a reasonable length with appropriate breaks

Recordings need to be available.

### Teacher Practice

It's good when our teachers are available, responsive and proactive

The communication style and manner is important, and we like to be treated nicely.

**The teaching approach and design of the unit and the learning experiences is critical.**

It's obvious if our teachers are working together or not.

### Assessment Tasks

When assessment tasks don't align to what we are taught it's frustrating.

**We like assessment tasks being clearly explained, with rubrics, exemplars, assessment criteria and Q&A opportunities.**

Fairness of task design is important, which means a reasonable amount of work, well-distributed due dates and feedback consistent with the brief.

We want assessment tasks that are engaging and feel relevant to industry.

# What students talk about aligns to Australian quality indicators

## This model

1. Assessment
2. Feedback
3. Social and group
4. Synchronous learning
5. Learning materials
6. Teacher practice

## QILT

1. Quality of entire educational experience
2. Teaching quality
3. Learner engagement
4. Learning resources
5. Student support
6. Skills development

[https://www.qilt.edu.au/surveys/student-experience-survey-\(ses\)#latest](https://www.qilt.edu.au/surveys/student-experience-survey-(ses)#latest)



## Student benefits

- A consistent experience with the LMS through defined unit site templates that will become familiar and easy to navigate.
- Positive impact to student engagement through collaboration tools, targeted communications and a fully functional Mobile application.
- Unit uplift investment focused on addressing student pain points identified through SELT comments classified under 'Technology Enhanced Learning'.

## Staff benefits

- Broad ease-of-use, means most tasks are quicker and simpler to achieve.
- Better ways to manage National (multi-campus) units - promoting consistency across ACU.
- Removal of manual work to support rollovers, new unit creation and transferring grades.
- Dashboard of Learning Analytics to allow LMS data to inform actions to target student engagement and support.
- Bringing Support back in-house - Canvas Community and 24/7 Support



# Canvas LMS implementation timeline

On 23 May, VCAC approved the Business Case for the project, and endorsed the following implementation timeline



**June 2023**

Canvas available  
for all Semester 2  
postgraduate units



**November 2023 – March 2024**

Phased release of undergraduate  
units on Canvas



**June 2024**

Canvas implementation  
complete, Moodle  
decommissioned



# Delivery Schedule – Initiation

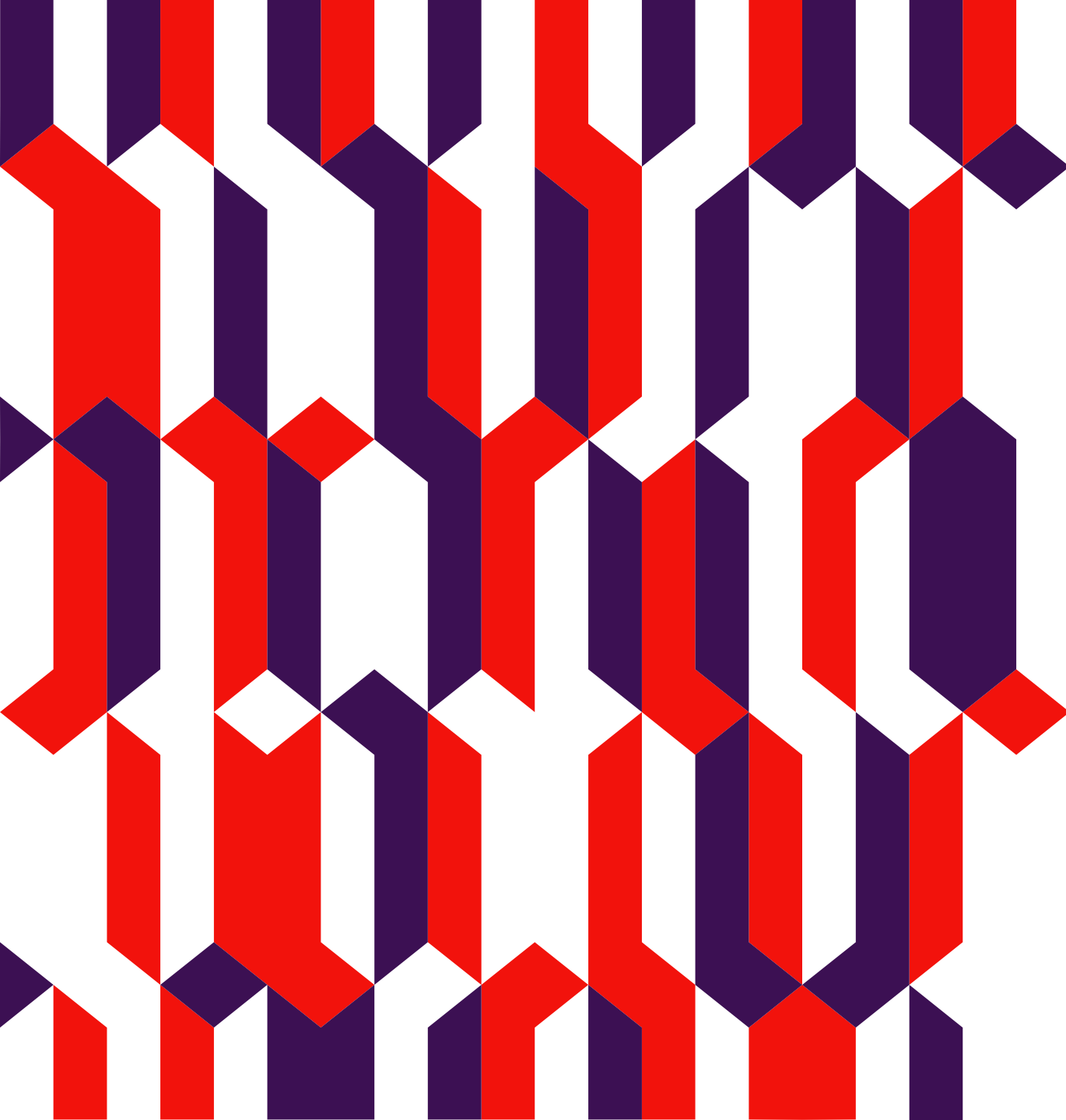
Milestone	Due Date	Comments/Dependency
<b>Stream leads Commence</b>	Jul 2022	L&T Lead commences 23 May. Change Lead options under discussion, Data and Content lead planned to close 22 May. Tech Lead due May/June.
<b>Team On boarding</b>	By start Sept 2022	Leads will commence building teams when onboarded.
<b>Procurement for Data Archive and Content Migration</b>	October 2022	To provide scripting services for content migration and a SAAS data archive solution.
<b>Project Initiation Documents</b>	July 2022	Completion of PID and other initiating documentation (e.g. Change Strategy, Risk and Benefits Management)

# Delivery Schedule – Execution

Milestone	Due Date	Comments/Dependency
<b>Canvas Site Design</b>	End Nov 2022	Incorporating Quality Framework for Learning and Teaching, requirements from other areas (Acad Integrity, Student Support).
<b>Content Migration</b>	From Nov 22 – Mar 23	Successive trials of scripts to migrate content. Once completed, script can be used repeatedly. Students jobs to support.
<b>Integration development</b>	Oct 22 – Mar 23	Leads will commence building teams when onboarded.
<b>System Integration Testing</b>	Mar – May 23	Cycles to support Post Grad implementation and end to end function.
<b>User Acceptance Testing</b>	July – Dec 2022	Cycles to support Post Grad and Under Grad Releases.
<b>User Training</b>	Jun 23 – Mar 24	To support Production releases.

## Project offerings to faculty...so far – What to expect

- Allocation for training per staff member – multi-channel (e.g. formal training, on-line content, user and training guides, drop in sessions).
- Allocation for preparation and checking of unit sites to approve readiness for delivery using in Canvas.
- Unless otherwise arranged, the Project team will migrate active content in Moodle and make it fit with Canvas. Faculties may consider starting fresh, or uplifting content post migration to Canvas.
- All content not active will be archived to a repository with managed access



## Questions and conversation