

ONLINE LEARNING INITIATIVES



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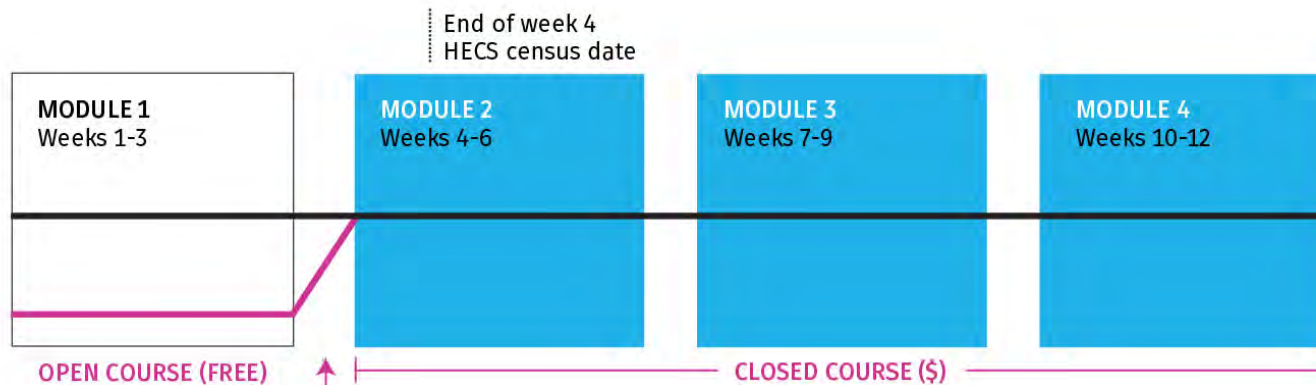
Online Learning Initiatives

The prototypes (and project)

- **The BA Online (via FutureLearn)**
- **Graduate Certificate in Cyber Security (via OpenLearning)**
- **Professional Development in Education (via edX)**

BA ONLINE STUDENT ENTRY POINTS

UON Students enter through UON LMS (Blackboard)



FutureLearn Learners enter through FutureLearn then after admission process join UON students via UON LMS (Blackboard) for Modules 2-4.

Admission and enrolment progress depends on being Award or Non-Award.

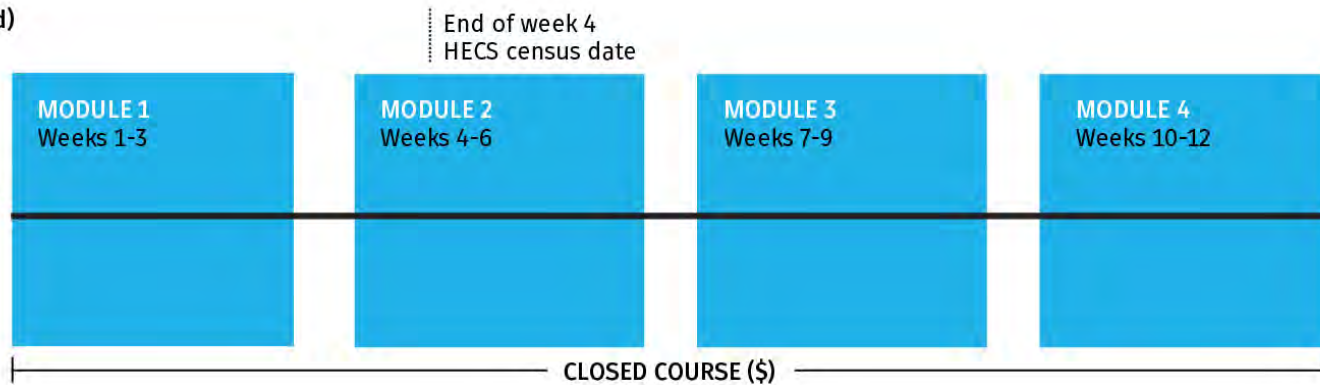
Terminology

University of Newcastle	=	FutureLearn
Degree/Program	=	Degree
Course	=	Program
Module	=	Course



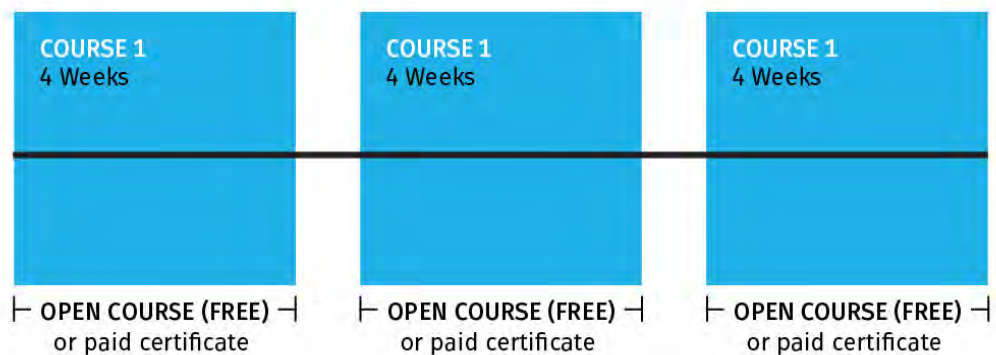
GRADUATE CERTIFICATE IN CYBER SECURITY (VIA OpenLearning)

Students are launched
via UON LMS (Blackboard)
to OpenLearning



PATHWAYS TO POSTGRAD (VIA edX) PROFESSIONAL DEVELOPMENT IN EDUCATION

edX Learners
direct via edX



Successful completion of all three courses =

- 36 hours of Registered PD (NESA)
- Eligible for 10 units RPL (UON)



BA Online



Reinventing the degree (2016 - 2017)

Challenges? 'Identity' of the Bachelor of Arts

- Scope of the degree, audience, coherence, pedagogy, assessments, and learning outcomes
- We conducted employer & industry research representing thousands of workers in and beyond our region, together with other stakeholder engagement: resulted in the 'NeW Work-Ready BA'

Solutions? Reconfiguring the degree

- Interdisciplinary core content: inquiry-based learning, cohort building, modular structures for courses (subjects)
- Streams and opportunities: global mobility, WIL, authentic learning, industry engagement potential, flexibility



Learning streams

Learning streams

In addition to choosing majors, minors and structured program pathways, you can focus your studies through optional learning pathways:

- Entrepreneurial stream - work readiness and specified WIL courses
- Online stream - online and part-time study
- Global stream - languages acquisition, global and cultural awareness, international mobility, ie. student exchange
- Innovator stream - digital learning and topics of inquiry

<https://www.newcastle.edu.au/degrees/bachelor-of-arts>

Four BA majors offered by the School of Humanities and Social Science will be delivered via FutureLearn

- English and Writing
- Film, Media and Cultural Studies
- History
- Sociology and Anthropology

In addition, the three core courses will be delivered via the FutureLearn platform – HASS1000: BA Futures; HASS2000: BA Practice; and HASS3000: BA Project.

Modules: inquiry-based learning examples

*HASS1000: BA Futures (core course, year 1)

- **Module 1: *Humans - What does it mean to be human?*** Introduces the Bachelor of Arts through questions about ways of knowing, ways of seeing, and the status of 'truth'
(Open MOOC, 3 weeks)
- **Module 2: *Places – What does place mean to us?***
- **Module 3: *Languages – What does language say about us?***
- **Module 4: *Futures – Where are humans going?***

Stepped curriculum: each topic/week has 15-20 steps to encourage and develop social learning

Sample BA Online Program (Course)

FMCS1000 Film, Media, Culture

- First year, first semester
- Introduction to the basics of film, media and cultural studies
- Emphasis on media literacy
- The FutureLearn iteration of this course draws on what I learnt from teaching Film, Media, Culture online over the last three years as well as best practice from my face-to-face teaching in the subject
- The following activities, for example, provide low risk small group activities then reporting back to the larger group – promoting risk taking and empowering more students to have a voice



Structure

Course (module) 1 – Media Literacy and Representation

- Week 1 Media literacy and why we study the media
- Week 2 Representation
- Week 3 Case study: LGBT representation in the media

Course (module) 2 – Audiences

- Week 1 Media audiences
- Week 2 Commerce, consumption and transmedia storytelling
- Week 3 Case study: Fans and fandom

Course (module) 3 – Media Realities

- Week 1 Media and the real
- Week 2 Elections and Political Media
- Week 3 Case study: Documentary

Course (module) 4 – Contemporary Culture

- Week 1 Fake news
- Week 2 Post truth
- Week 3 Case study: Social media

169 learning steps, 37 videos,
plus multiple articles, quizzes, exercises, reflections, group activities and many more



Week 3 Social media			
Video	3.1	Welcome to week 12	Introductory video
Article (Rebecca)	3.2	Final advice for final assignment	Going over details of report and links to relevant resources
Explore	3.3	Research	Research the statistics for social media usage including kinds of engagement across different social media platforms. What are some of the sites you have found useful in locating information?
Reflection	3.4	Self-reflection on social media usage	Reflect on your own social media usage. How much do you use it? Why and how?
Collaborate	3.5	Group averages and experiences	In your group, compare your own usage statistics to one another's and come up with some averages. Do these compare to the national or demographic averages you researched? One member of the group should post your research and group averages to this discussion thread. If you are the last group to post, figure out the group averages for all the groups.
Reflection	3.6	Social media in everyday life	What does the class' daily usage say about the importance of social media in society? What role does social media play in your day to day life?
Multimedia article (Rebecca)	3.7	Social media and representing the self	Article with links and images
Video link	3.8	Are you Living an Insta Lie?	Video pointing out the construction of Instagram images and the importance of framing
Explore	3.9	Me according to Facebook	Browse your own Facebook profile and feed - what are you representing about yourself? What gets left out?
Reflection	3.1	Social media and the self	on self as represented through social media and the extent to which social media helps shape the self
Article (Rebecca)	3.11	Social media constructing media world(s)	The relationship between social media and other media forms
Video	3.12	Echo Chambers	Overview of echo chambers and risk factors
Video	3.13	Summing up of course and program	Going over key issues in the program and course
Links	3.14	Further courses in FMCS	Introduce opportunities for further study

Course (module) 4 – Contemporary Culture

Week 3 Social Media

Step 3 – Statistics

- Research the statistics for social media usage including kinds of engagement across different social media platforms.
- What are some of the sites you have found useful in locating information?

Step 4 – Self- reflection

- Reflect on your own social media usage. How much do you use it? Why and how?

Step 5 – Group averages and experiences (Jigsaw learning: “Group members individually work on small problems that are collated into a final outcome for the study group. This outcome is then shared with the wider course.”)

- In your group, compare your own usage statistics to one another's and come up with some averages. Do these compare to the national or demographic averages you researched?
- One member of the group should post your research and group averages to this discussion thread. If you are the last group to post, figure out the group averages for all the groups.

Step 6 – Discussion

- What does the class’ daily usage say about the importance of social media in society?
- What role does social media play in your day to day life?

Week 3 Documentary			
Video	3.1	Welcome to week 9	Introduction, link to previous week, what to do this week
Article (Rebecca)	3.2	Annotated bibliography	Putting the finishing touches on your assignment
Article	3.3	The Documentary Form - Paul Wells	Excerpts from Wells + accompanying prompt questions
Quiz	3.4	Different forms of documentary	Which of the following are different forms of documentary? What are their primary characteristics?
Reflection	3.5		What are some key points raised by Wells? Can you apply any of the techniques describe to examples of documentaries you have seen?
Clips from Kanopy with voiceover analysis (videoessay style)	3.6	Videoessay on documentary techniques	Modelling analysis / scaffolding
Video	3.7	The documentary experience	In your group, decide on a documentary to watch on Kanopy. This could be from the given list or a different documentary you agree on.
Collaborate	3.8	Documentary Techniques	In your group, compare notes on the documentary. What techniques were used to convey specific messages? What are examples of the use of these techniques? Brainstorm as many techniques as you can think of. One group member should report back the overall results of your discussion to this thread.
Reflection	3.9	What are some features of documentary?	Looking at the collection of techniques uncovered in the previous thread about multiple documentaries, what have you found out about the documentary form?
Article	3.1	Documentary and the real	Overview of the key debates about the place of the real in documentary filmmaking
Reflections	3.11	Documentary and the real	Why are debates about the real so central to documentary practice and scholarship?
Links	3.12	Links to further reading	Links to further reading about documentary on web
Video	3.13	Summing up and next week	Conclusion and lead on to next week

Course 3 (module) – The media and reality

Week 3 Documentary

Step 7 – The documentary experience

- In your group, decide on a documentary to watch on Kanopy. This could be from the given list or a different documentary you agree on.

Step 8 – Documentary techniques (Share and reflect/Projects)

- In your group, compare notes on the documentary. What techniques were used to convey specific messages? What are examples of the use of these techniques? Brainstorm as many techniques as you can think of. One group member should report back the overall results of your discussion to this thread.

Step 9 – The documentary form

- Looking at the collection of techniques uncovered in the previous thread about multiple documentaries, what have you found out about the documentary form?



Graduate Certificate in Cyber Security



GC Cyber Security

Why a new prototype in GC Cyber Security?

- New program (emerging area)
- Existing experience/technical expertise in online
- But, expertise is on the technology, not the pedagogy
- Need to align better to NeW Education Framework

GC Cyber Security

Why OpenLearning?

- Interesting existing work in engaging, collaborative, online learning
- Collaborative work with academics to build content
- Test case for the school->...UON
- Contacts for an international offshore online market



Graduate Certificate in Cybersecurity

Semester 1 courses (under development)

- ▷ INFT2031 – Systems and Network Administration
- ▷ COMP6360 - Data Security

Semester 2 courses

- ▷ SENG6250 – Systems and Network Security
- ▷ COMP3500 – Security Attacks and Mitigating Strategies

INFT2031 - Systems and Network Administration

▷ Course Revision

- NEW Education Framework
- Application of Constructive Alignment (Biggs, 1996)

- Alignment of
 - Intended Learning Outcomes (ILOs),
 - Teaching and Learning Activities (TLA) and
 - Assessments Tasks (ATs)

ILOs in INFT2031

	Intended Learning Outcome
ILO1	Design and configure peer-to-peer networks to share resources
ILO2	Analyse requirements and design network architecture for a given scenario
ILO3	Design and configure IP addressing schemes for a given scenario;
ILO4	Design and configure a client-server network and required network services for a given scenario
ILO5	Evaluate and critique a design for a systems and network solution



Alignment of ILOs → TLAs → ATs

ILOs	TLAs*	ATs
ILO1	<ul style="list-style-type: none"> • Scenario & Problem-based Learning • Presentations, Short videos • Hands-on activities (labs), • Collaborative activities - discussion and feedback, • Exploratory activities, • Extended reading/research 	Practical Test 1, Weekly Tasks
ILO2		Assignment 1, Weekly Tasks
ILO3		Assignment 1, Weekly Tasks
ILO4		Assignment 1, Practical Test 2, Weekly Tasks
ILO5		Final Exam

- Scenario-based learning (Lave & Wenger, 1991), Problem-based Learning (Barrows 1985), Kolb's Experiential Learning Cycle (Kolb 1984), Collaborative Learning (Laal & Ghodsi 2012)



Scenario-based Learning

▷ Scenario

- Student recruited to IT company. The manager of the student provides certain problems/tasks
 - Active Learning

▷ 4 Modules

- Each module a customer's problem that is assigned to be solved
 - Real-world problem → ILOs → ATs

▷ Scaffolded Learning

- A learning path & resources
 - Videos, Slides, Hands-on Activities, Collaborative Activities, Research, Readings...
- Mandatory tasks needed to be solved
 - Provides formative feedback + builds-up to solve problem



Scenario-based learning

▶ Student joins company as new employeee



FROM THE DESK OF

NATE

Dear new Nate-ion,

Congratulations!

If you have received this letter, you are the latest employee of Nate's Networks!

Business is booming at Nate's (high five!), so accordingly, we can't hire new network engineers fast enough!

I've had a look at your credentials, and it's understandable that you might be a little concerned that you are under-skilled for the job. At Nate's Networks you can learn on the job!

You'll land in the middle of community of fellow 'Nate-ions' (that's my own term - isn't it great!) who you can ask questions about anything! There's a super cool staff lounge where everybody hangs out, and who knows, you might even see me around (if I'm having a day off the golf course... kidding!).

At Nate's Networks, our values revolve around **initiative**, **perseverance**, and above all else, **how much money Nate has**. So make sure you launch into any jobs you're given as quickly as possible! If you aren't sure about something - ask someone! If you're not sure if you're right about something - have a go anyway! Soon enough you'll be a confident network engineer and will be able to help other newbies just like I helped you.

So good luck, have fun, and don't forget that you're now representing Nate's Networks!

Sincerely yours,

Nate



Online Learning Initiati



Module 1

▷ Real-world problem

Job: Awesome Auto Parts network plan

Awesome Auto Parts is an auto-parts store located in a local shopping centre. Currently, The store has a number of computers that are currently not networked to share resources.

- A Windows 8.1 machine and Excel files used by Parts Receiving Department.
- Point of Sales (POS) machines are Linux-based machines running a POS application. The data is extracted as .csv from the POS application and loaded to the manager's QuickBooks accounting application.
- The manager has a Windows 10 OS installed machine which runs the QuickBooks accounting.

Presently, the data is copied over between machines using USB sticks and it has become cumbersome. Awesome Auto Parts contacted Nate's Networks to provide a solution that is efficient, secure and easy to use.

Learning Path & Resources

- ▷ Module's Table of Contents
 - Navigation of topics/area
- ▷ Short videos & presentation slides
- ▷ Hands-on Activities (virtual lab environment)
- ▷ Staff Lounge and Collaboration Activities
- ▷ Review Questions
- ▷ Exploratory Exercises
- ▷ Readings

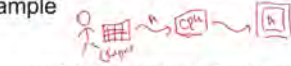
Learning Path

University-Of-Newcastle > Courses > Systems-And-Network-Administration
Module 1: Contents

Module 1: Content
1.1 Hardware basics
1.1.1 Hardware basics – input, processing, output
1.1.2 Hardware basics – storage
1.1.3 Hardware basics – PC hardware
1.1 Quiz
1.2 Operating Systems basics
1.3 Network basics
1.3.1 Network hardware
1.3.2 Network terminology
1.3.3 Network topology
1.3.4 Network communication
1.3.5 Review
1.4 Virtualisation basics
1.5 Hands-on activities

Short Videos

Input – Processing – Output example



- Input: A user running a word-processing program types the letter "A" on the keyboard, which results in sending a code representing the letter "A" to the computer.
- Processing: The computer's central processing unit (CPU) determines what letter was typed by looking up the keyboard code in a table.
- Output: The CPU sends instructions to the graphics cards to display the letter "A", which is then sent to the computer monitor.

Source: Graphic: Networking Essentials – 6th Edition



Hands-on Activities

2.5.3 Install Windows 10 as a Guest VM

Task 1: Install Windows 10 Guest VM

Step 1: Download installation files for Windows 10 Education Edition (32-bit) version using your ImagineX account.

- Link to ImagineX: <https://bit.ly/2PCm27T>
<https://cf.onedrive.com/WebShare/Welcome.aspx?src=1c965421-ac8b-4611-8984-002048248897&src=3>

Step 2: Load the .iso file to the DVD drive of the VM.

Go to Settings ()

Next, select Storage and then select on Optical Drive.

Next click on Optical Drive icon and select the Windows installation file (i.e. ISO file) and load it to the drive.

Exploratory Exercises

2.5.5 FreeBSD Unix

In this task you will create a new virtual machine, install Free BSD (Unix) as a guest OS. You will also configure and explore FreeBSD OS.

Step 1: Create VM and install FreeBSD as Guest OS

Create a new virtual machine for the following specifications and install FreeBSD OS as a guest OS. You can obtain the installation file for FreeBSD from <https://www.freebsd.org/>

VM Name	BSD1
Host Name	BSD1
Number of Processors	2
Memory	1 GB
Hard disk capacity	40 GB
Network Adaptor 1	NAT mode
Root account password	password
Admin Account (e.g. c1234567)	<studentNo>
Password	password

A good reference on FreeBSD is the FreeBSD Handbook which is available at https://www.freebsd.org/doc/en_US.ISO859-1/books/handbook/. You are encouraged to review this handbook prior to installing FreeBSD.

2. Installing FreeBSD

Note: Have a single partition for your virtual disk with `ZFS` file system. Use default values when configuring network (IPv4 and IPv6).

Step 2: Familiarise and explore FreeBSD

Note that unlike Windows, a default interface is a Unix shell – a command line interface. Familiarise with Unix commands. A quick intro to Unix shell commands can be found at <https://www.freebsd.org/doc/en/articles/new-users/article.html>

Step 3: Contribute to discussion

For every exploratory exercise, post at least two features you have learnt in Free BSD. Comment on other's posts and comment where appropriate.

Quizzes & Review Exercises

1. Which of the following is one of the three basic functions a computer performs? (Choose all that apply).

- Processing
- Internet Access
- Input
- Graphics

Nate's Networks – Staff Lounge

Open group

A place for Nate-ions to get to know each other and share any Nate-related ideas and questions.

1 Member

Open

Join

Group/Social Areas

```

00:00:00.001596 main OS Version: FreeBSD
04:09:26 UTC 2018 root@reng2.nyi.f
00:00:00.001707 main Executable: /usr
00:00:00.001746 main Process ID: 553
00:00:00.001782 main Package type: BSD
00:00:00.004012 main 5.2.18 r123745 s
Updating motd: .
Mounting late filesystems: .
Starting ntpd.
Configuring vt: blanktimeNov 21 17:00:40
var/db/ntpd.leap-seconds.list'): expired
Performing sanity check on sshd configura
Starting sshd.
Starting sendmail_submit.
Starting sendmail_msp_queue.
Starting cron.
Starting default moused.
Starting background file system checks in
    
```

Virtual Lab Environment

Online Learning Initiatives



Maintaining Student Engagement

▷ Scaffolded Learning

- Tasks given at regular intervals by supervisor
- Builds the knowledge, skills and capabilities to solve real-world problem
- Provides feedback



done.

Meet Maya

"Hi! I'm Maya. I'm a supervisor here. You're one of the new Nate-ions right? Welcome!

Have you been put to work yet? I'll bet you have! Whenever Nate goes off to play golf he's always throwing unfinished work at new employees. But don't worry too much! We've all got each other to help us, as well as a whole bunch of great resources.

Below you'll find a series of videos that will guide you through some of the basic concepts you need to know in order to get your first few jobs



Demo: Module 1

- ▷ Demo: <https://www.openlearning.com/>
- ▷ Scenario introduction
 - First day at work
 - Learning path
 - Short videos, slides
 - Reference reading
 - Exploratory exercises
 - Review exercises, quizzes
 - Group discussion
 - Hands-on activities (virtual labs)
 - Assessments

Pathways to Postgraduate





Leadership and Management in Education

Develop your capacity in educational leadership and management to improve the lives and learning of all students.



Pursue the Program (~~\$447~~ \$402.30 USD)

I would like to receive email from The University of Newcastle, Australia and learn about other offerings related to Leadership and Management in Education.

[View Courses](#)

[Meet the Instructors](#)

[The Professional Certificate](#)

Professional Certificate Program

A series of career-oriented courses to develop in-demand skills.

The Leadership and Management in Education Professional Certificate program will develop your skills in leading, supporting, and positively transforming learning organisations.

You will acquire skills in

Average Length:	4 weeks per course
Effort:	8-10 hours per week, per course
Number Of Courses:	3 Courses in Program
Subject:	Education & Teacher Training

Online Learning Initiatives



Courses



[Developing Your Educational Leadership and Management Vision](#)

Develop your leadership and management skills to establish a school vision, support your staff and make meaningful change in your school or organisation.

[View the Developing Your Educational Leadership and Management Vision course](#)



[Applying Strategic Leadership in Education](#)

Learn strategic leadership perspectives and practices and how to apply them in your workplace. Investigate the transformative behaviours and beliefs of leaders aligned with your current educational organisation.

[View the Applying Strategic Leadership in Education course](#)

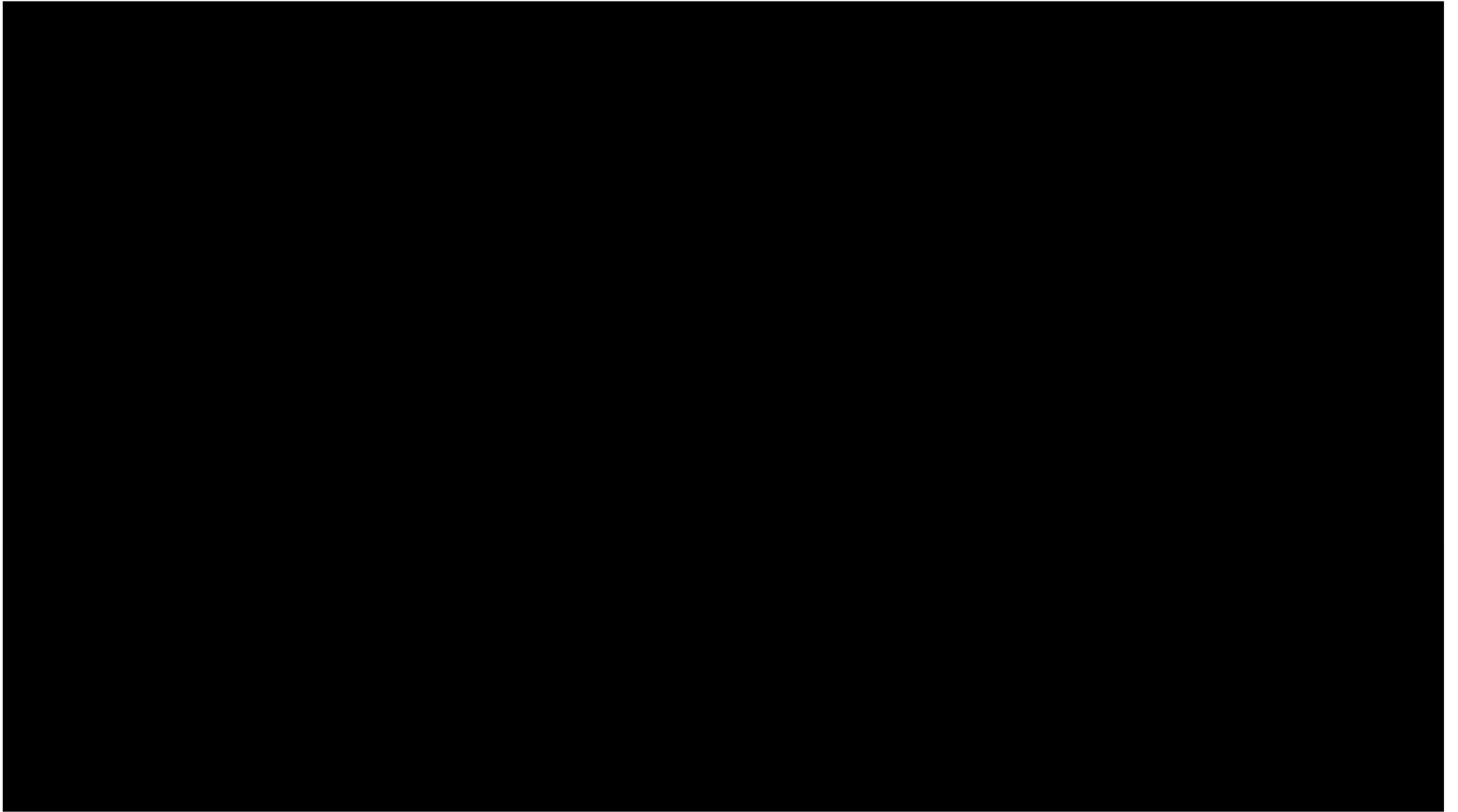


[Leading Transformative Change in Education](#)

Develop a comprehensive plan for increasing your personal leadership capacity to effect meaningful change now and into the future.

[View the Leading Transformative Change in Education course](#)





Assessment—international discussion tasks

Course **Discussion** Progress Instructor

[All Topics](#) > Week 1 > What kind of leader are you? Add a Post Search all posts Search

Show all posts ▾ by recent activity ▾

- Challenged or affirmed?**
Share your thoughts on education... 15
Pinned Staff
- A shift in mindset about effective leadership**
I'm a kind of person that prefers d... 3
- I am Swami Ajitatmananda Puri, an Indian Hindu Monk, 66 years old.**
Ideas are inspiring, but as i am a s... 1
- Still learning**
I was always sure that I could han... 2
- Humble Leadership**
I've never studied the technical th... 1
- Situational or transformative**
Having completed these readings,... 4
- Collaborative Leader**
I think sharing responsibilities and... 1
- A LEADER IN THE MAKING**
I believe that I am sill learning and... 1

Discussion Home
Developing Your Educational Leadership and Management Vision

How to use edX discussions

Find discussions	Use the All Topics menu to find specific topics.	Search all posts	Filter and sort topics
Engage with posts	Vote for good posts and responses	Report abuse, topics, and responses	Follow or unfollow posts
Receive updates	<input type="checkbox"/> Check this box to receive an email digest once a day notifying you about new, unread activity from posts you are following.		



Flipgrid assessment



Flipgrid assessment



Q & A



Thank you