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Final Report



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LEARNING TO TEACH ONLINE

Developing high quality video and text
resources to help educators teach online

The University of New South Wales

Project Team

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<http://online.cofa.unsw.edu.au/learning-to-teach-online/ltto-episodes>

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Contents

<u>Executive summary</u>	1
<u>Acknowledgements</u>	2
<u>Acronyms used in the report</u>	3
<u>Project output, outcomes and impact</u>	4
Summary of project outputs, outcomes and impact	4
<i>Project outputs</i>	4
<i>Project outcomes</i>	6
<i>Project impact</i>	6
<i>Limited participation within the online community</i>	7
Intended project outputs as stated in original grant proposal	8
Project methodology	9
<i>Background</i>	9
<i>Context</i>	9
<i>The Learning to Teach Online vision</i>	10
<i>Advisory Panel</i>	11
<i>Video production</i>	12
<i>Programming and infrastructure development</i>	13
<i>Why videos and PDF documents were chosen for the episode format</i>	15
<i>Determining themes and key issues for the episodes</i>	16
<i>Interview process</i>	22
<i>Institutional and collegial participation</i>	22
<i>Ethical and copyright considerations</i>	26
How the project uses and advances existing knowledge	27
Critical success factors for the project	28
<i>Challenges faced</i>	30
Analysis of applicability to different institutions and locations	31
<i>Unsolicited evidence regarding the uptake of the project</i>	33
<u>Dissemination</u>	34
Dissemination strategy	34
<i>Using dissemination to create awareness and anticipation</i>	34
<i>Dissemination of the episodes</i>	35
<i>Two distinct effects of social media dissemination</i>	38
National and international dissemination outcomes	39
<i>Global dissemination via Twitter</i>	39
<i>Redistribution of the episodes via educational blogs</i>	40

<i>Links to or promotion of the resources by educational institutions</i>	41
<i>Integration of resources into existing educational and professional development programs</i>	42
<u>Linkages</u>	44
Links between Learning to Teach Online and other ALTC projects	44
Other disciplinary or interdisciplinary linkages	44
<u>Evaluation</u>	44
Data collection	44
<i>Quantitative data</i>	44
<i>Qualitative data</i>	45
Formative evaluation process	46
<i>Internal management of the project</i>	46
<i>Structure of the episodes</i>	46
Summative evaluation process	47
Evaluation outcomes	48
<i>Learning to Teach Online episode evaluation survey summary</i>	48
<u>References</u>	53

Appendices

- [Appendix 1 Final report of the independent evaluation](#)
- [Appendix 2 Independent evaluator brief](#)
- [Appendix 3 Learning to Teach Online episode evaluation report](#)
- [Appendix 4 Pilot episode test summary](#)
- [Appendix 5 Sample of unsolicited project feedback](#)
- [Appendix 6 Interviewee questions and information packs](#)
- [Appendix 7 Video deed](#)
- [Appendix 8 UNSW copyright permission request](#)

Executive Summary

The Learning to Teach Online project <http://online.cofa.unsw.edu.au/learning-to-teach-online/lto-episodes> is a free professional development resource designed to help teachers from any discipline, whether experienced in online teaching or not, gain a working understanding of successful online teaching pedagogies that they can apply in their own unique teaching situations. Funding for the project was provided through the ALTC Competitive Grants Program, Priority #4: Innovation in Learning and Teaching particularly in relation to the role of new technologies.

Watch a video introduction of the project here -> <http://bit.ly/9pOeEE>

The project aims were to:

- Generate a collection of digital instructional resources that explore key issues integral to online course development and teaching. These resources were to be disseminated freely around the globe through online distribution systems such as iTunes U and YouTube.
- Create a global online community of practice to enable those using the materials to engage in scholarly discourse, establish a supportive peer network, showcase developing initiatives and provide direct feedback about the resources.

The outcomes of the project included:

- A suite of 32 video and PDF episodes categorised into: context, planning and teaching; case studies; and technical glossary.
- An online forum to support the community of practice.
- Development of a technical infrastructure to disseminate the episodes including: a website, UNSW TV, iTunes U and YouTube channels.
- A social media dissemination strategy that has resulted in 36 unsolicited national and international blog posts, and 372 Twitter users sharing information about the project across 34 different countries.

The results and impacts of the Learning to Teach Online project have far exceeded the original expectations:

- Teachers in 117 countries, from a range of disciplines and education sectors, have accessed the episodes over 60,000 times in just 8 months.
- 22 institutions in 6 countries have linked to the project on their own websites as learning and teaching resources.
- 14 institutions in 5 countries have embedded the project resources into their own professional development or educational programs.

The project has developed a reputation for providing quality, pedagogically sound and broadly applicable professional development resources relevant not only to the Australian higher education sector, but to other sectors around the world. The daily use of Learning to Teach Online continues to increase as more people around the world become aware of the project. It has gained significant momentum and exposure thus far over its short life, and indications are that it will have a relatively long life span, particularly in cases where it will be used repeatedly on a semester-by-semester basis support instances of educational programs.



Acknowledgements

The project leaders would like to offer the project team their sincerest appreciation and gratitude for their unwavering commitment, dedication, sustained good humour and professionalism. The team comprised:

- **Simon McIntyre**
Learning to Teach Online Project Leader
Project Manager
Editing Director
Educational Content Developer
Lead Graphic Designer
- **Karin Watson**
Co-Project Manager
Educational Content Developer
Editing Director
Editor
- **Rick Bennett**
Co-Project Leader
- **Sarah Spackman**
Project Assistant
Editor
- **Andrew Morrison**
Programmer
- **Nicole Lugano**
Graphic Design
Illustrator

Thank you to the ALTC for providing funding and support for the project.

Great appreciation goes to the institutions, academics, support staff and students who so graciously donated their time and expertise to the project. The level of generosity demonstrated by the interviewees and their institutions towards the project has been overwhelming. Their willingness to share knowledge so openly embodies the best spirit of collegiality and demonstrates a genuine dedication to helping to improve the quality of online education. A full list of interviewees may be found on page 23 of this report, or on the Learning to Teach Online website <http://bit.ly/dknUAd>.

Our thanks also to all other institutions and companies for their letters of support for the project, permission to video capture components of their websites or software and their advice on branding guidelines.

The Project Team also wish to thank the Creative Development and Educational Media Production unit within Learning & Teaching @UNSW, for their outstanding quality work, attention to detail and expertise that they provided to the video component of the project.

Thank you to our Independent Evaluator Patrick Boyle of Q Associates for his mentorship, encouragement and guidance throughout the project, the Pilot Study participants that provided invaluable feedback at the start of the project, and the Advisory Panel for their input.



There were several UNSW departments that provided support on complex issues relating to the project. Thank you to UNSW Legal and Compliance office, the UNSW Human Research Ethics Committee (HREC), NewSouth Innovations, and UNSW Governance support for their advice.

The ability of this project to reach such a large and diverse audience would not have been possible without the support, promotion and adoption of the resources by institutions, media and individuals throughout the world. A very big thank you to those that tweeted, blogged, emailed, shared, reviewed, linked to, embedded, recommended or viewed the resources, and to those who responded to surveys and provided feedback on the project during its development.

Acronyms used in the report

The following acronyms are used throughout the body of the report:

- **ALTC**
Australian Learning and Teaching Council.
- **ASCILITE**
Australian Society for Computers in Learning in Tertiary Education.
- **COFA**
College of Fine Arts.
- **EDNA**
Education Networks Australia.
- **IPL**
Intended Project Logic.
- **LTTO**
Learning to Teach Online.
- **PDF**
Postscript Document Format.
- **RSS**
Really Simple Syndication.
- **UNSW**
The University of New South Wales.



Project outputs, outcomes and impact

Summary of project outputs, outcomes and impact

Below is a quick summary of the major achievements of the Learning to Teach Online project. Further details follow in the body of the report.

Project outputs

The outputs of the project include the following:

- A suite of 32 freely available, online teaching professional development episodes. Each comprises video and PDF components (Figure 1).

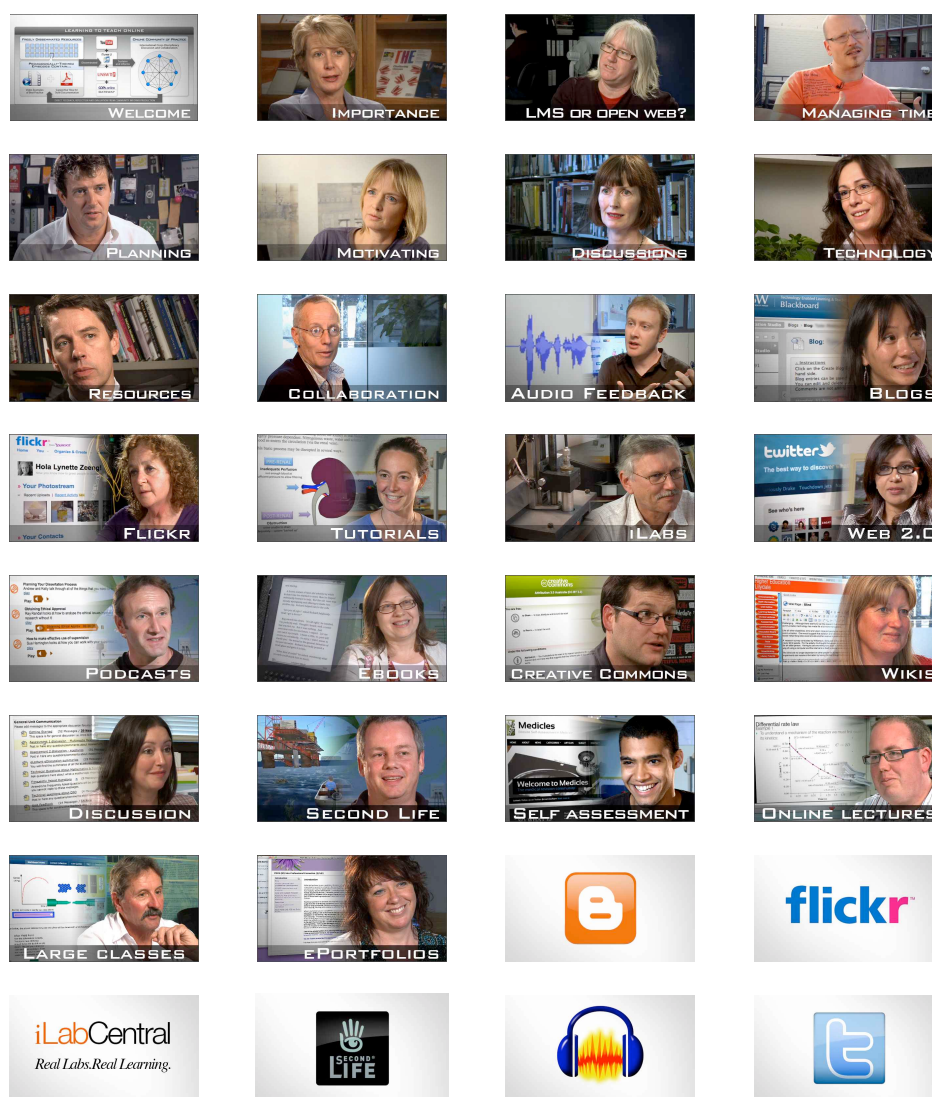
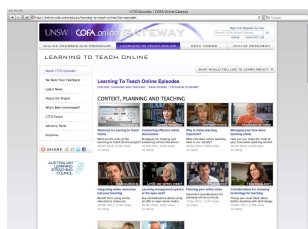


Figure 1. Thumbnails from the Learning to Teach Online website of all 32 episodes produced as part of the project (see *Determining themes and key issues for the episodes* on page 16).



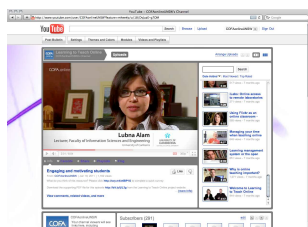
- A set of integrated online dissemination systems for the resources.



Learning to Teach Online website

Learning to Teach Online has a dedicated presence on the COFA Online website. This website collates all statistical data, and is the 'hub' of the dissemination system. It also contains further information about the project, the project team and the participating teachers.

<http://bit.ly/d18ac5>

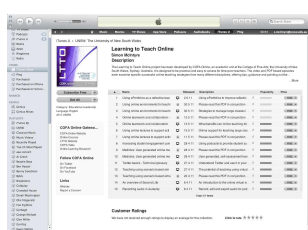


YouTube channel*

Learning to Teach Online's dedicated YouTube channel. Content is automatically pushed to this channel from which users may embed the content into their own websites.

<http://bit.ly/hbnhqZ>

*This channel currently has 327 subscribers.

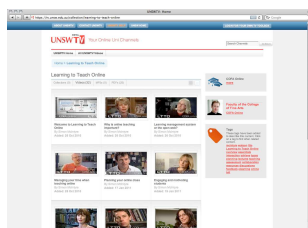


iTunes U site*

Content is also pushed to our iTunes U site, and is available for download as podcasts for viewing on portable devices.

<http://bit.ly/9VeRm0>

*Learning to Teach Online was ranked world number 1 educational collection 29 May – 5 June 2011, and has consistently been in the Top 10 'What's Hot' Collection.



UNSW TV channel

Content is first uploaded into The University of New South Wales' online video publication and management system. From here all of our other online points of distribution are automatically populated.

<http://bit.ly/9x0XzG>

- An online community forum for teachers who use the resources to connect and collaborate. This system is integrated into the Learning to Teach Online website (Figure 2).

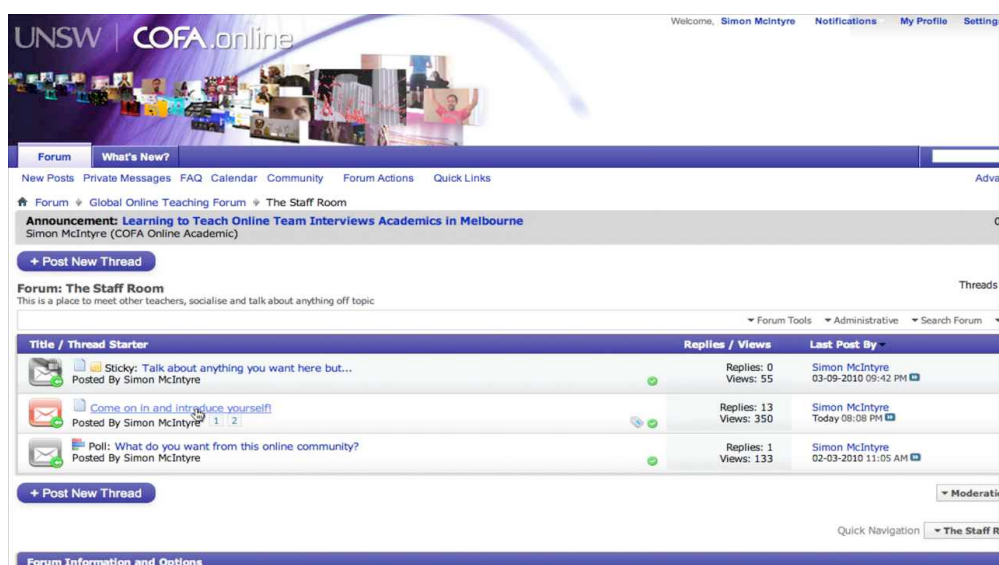


Figure 2. Screenshot of a section of the Learning to Teach Online community forum.



Project outcomes

The outcomes of the project can be defined as events that have occurred in relation to, and as a result of, the Learning to Teach Online project (see *Dissemination*, page 34). These include:

- A total of 60,575 unique episode views between October 26 2010, and 24 June 2011. Multiple views of an episode by the same IP address are not counted. This total is a culmination of views from the website, YouTube and iTunes U from 117 countries and territories around the world (Figure 3).



Figure 3. People in 2,209 cities in 117 countries around the world accessed Learning to Teach Online in the 8 months since the first episode was published (Google Analytics).

- An average of 300 unique views of episodes per day from around the world.
- Continued viral dissemination by users of the project via Twitter, Facebook, blogs and other social media. In Twitter alone, as of 24 June 2011, 372 people from 34 different countries have broadcast messages to their own follower networks about the project.
- 24 educational institutions (that the project team are aware of) in 6 different countries have promoted the project or specific resources as links on their learning and teaching websites, blogs, newsletters, etc.
- The project has been promoted 7 times in online media published by educational organisations including Campus Review, EDNA (Education Networks Australia) and ASCILITE (Australian Society for Computers in Learning in Tertiary Education).

Project impact

The impact of the project can be described as the effect it has had on the wider educational community (see *Evaluation outcomes*, page 47). Major project impacts include:

- National and international reach and adoption. Due to the digital dissemination strategy employed, the project has benefited from significant uptake and application across Australia and many other countries.
- The project has transcended disciplinary and institutional boundaries. 14 institutions from 5 countries have embedded the resources into their own professional development and educational programs in higher, private, vocational, and non-profit educational sectors (see *Integration of resources into existing educational and professional development programs*, page 42).



- The project received a 4 1/2 out of 5 star rating by MERLOT (a world wide open educational resource) in an unsolicited independent peer review <http://bit.ly/iVHvFI>. MERLOT is supported by an international collaboration of 15 professional educational organisations, 11 digital libraries and 10 education related corporations <http://taste.merlot.org>.
- High levels of respect from the global academic community. The project has received a high volume of extremely positive unsolicited feedback in the form of tweets, reviews in blogs and emails.
- Extremely positive evaluation results. Two summative evaluations were conducted in the form of an open online questionnaire from COFA Online, and an external evaluation conducted by the Independent Project Evaluator. Those involved in the later evaluation were high standing professionals in university learning and teaching and in leaders in the development of learning and/or communication technologies ([see Appendix 1](#)).

Limited participation within the online community

Despite the extremely strong performance of the Learning to Teach Online episodes, the online community aspect of the project proved to be more challenging. With little engagement from academics despite a concerted effort made by the project team in trying to generate interest, the online community aspect of the project did fail to gain momentum. It proved difficult to convince time poor teachers to give their energies to help grow a brand new community. Consequently, it was decided to deactivate the forum in the last 6 months of the project in order to focus attention on the resources themselves.

The low levels of participation within the online community have not however, negatively affected the project in terms of dissemination, application, or levels of feedback received. Therefore the role of the online community within the overall project seems to be of lesser importance than originally believed. It is important to note that the intended outcomes of the community (*see Intended project outputs as stated in original grant proposal*, page 8) were still achieved in the following ways:

- By utilising a number of existing online networks and communities. The resources were shared with several well-established online educational communities with high membership numbers, such as Classroom 2.0 (57,174 members) <http://www.classroom20.com> and a number of different Open Educational Resources (OER). By permeating these existing networks, the resources were able to reach a more diverse and more numerate membership than could have been achieved in the available time with the single COFA Online community.
- The resources created high volumes of discussion within different aspects of the global academic community. Globally, there were hundreds of tweets about the project, a number of blog posts discussing the project and the inclusion of the resources in educational programs at different institutions (*see National and international dissemination outcomes*, page 39).
- High levels of unsolicited feedback. Users of the resources shared their opinions with each other about the project via the aforementioned online mediums. In addition, the project team received a number of direct communications from different teachers offering comments and feedback about the project ([see Appendix 5](#)).



Intended project outputs as stated in original grant proposal

The overall aim of the Learning to Teach Online project was to provide educators with a series of free online resources to help them start to teach online, or to become better online teachers. The grant proposal promised to deliver 25-30 video and PDF instructional resources covering a range of key pedagogical topics, along with an online community of practice where it was envisaged that teachers using the resource would provide feedback, ask questions, and share ideas.

The instructional resources could be further characterised by the following key points:

- Resources were to be in the form of 25-30 downloadable 'episodes' grouped into key online pedagogical themes.
- Each 'episode' was to comprise:
 - A short video showcasing online teaching processes, successes and challenges of educators within different disciplines and institutions.
 - PDF 'how-to' documentation detailing methods of applying pedagogical principles within the examples to one's own teaching practice.
 - Common problems and challenges that could arise whilst implementing the principles featured in the episode, with suggested practical strategies to overcome them.
- Educators were to be able to use the resources sequentially, or easily access only the episodes that supported specific themes immediately relevant to their own situation or existing skill level.
- The focus of the training material was to be 'pedagogy first', enabling educators to build key online specific pedagogical skills, knowledge and competencies that they could then apply to a wide range of current and future online learning technology platforms.
- Episodes were to be developed and incrementally released over a two-year timeframe.

The global online community of practice that was to be established to support the resources was to:

- Connect academics from around the world with others who were facing the same challenges in improving online learning and teaching practice, helping to build confidence and providing a supportive network.
- Encourage a dialogue and sharing of ideas between academics from different disciplines and institutions.
- Enable direct and timely feedback that would provide guidance for the continued improvement of the content over the span of the project.



Project methodology

Background

Over the last decade, COFA Online's Rick Bennett and Simon McIntyre, at The University of New South Wales (UNSW) in Sydney Australia, have developed, applied and evaluated award-winning¹ face-to-face pedagogically focused professional development programs for teachers wishing to develop their online teaching abilities. These programs have enabled educators from UNSW and other Sydney universities to develop their own new online curricula and successful teaching practices, resulting in the production of eighty-two online courses and special projects.

The Learning to Teach Online project was conceived to build upon the practical and theoretical knowledge and experience gained from these programs. At the core of the approach for developing this project was continuing the concept from the face-to-face programs of fostering a community of practice, and using the principle of distributed cognition, enabling a range of teachers from different disciplines to share their experiences, knowledge and skills with others in an accessible, collegial manner.

Whereas the previous workshops were physically limited to a relatively small number of teachers within Sydney, the Learning to Teach Online project had the potential to create a much larger impact by reaching teachers around the world, due to its online dissemination.

Context

Educational institutions around the world are facing an increasing demand for online learning options by their students. Despite this demand, institutions have in many instances been slow to adopt properly resourced and supported online teaching endeavours (DiPaola, Dorosh, & Brandt, 2004; Hannon, 2008). The Learning to Teach Online project was conceived to address the following issues in the Australian higher education sector:

- Online learning and teaching still has a poor reputation in many disciplines from student and teacher perspectives, despite an increasing global demand.
- Many tertiary institutions do not offer formalised online learning and teaching training opportunities for educators that focus upon key pedagogy principles specific to teaching in this new environment.

¹

- 2001 - UNSW Vice-Chancellor's Award for Teaching Excellence Using Educational Technology (Bennett)
- 2002 - Nominated for the Australian Prime Minister's Teaching Award (Bennett)
- 2004 - Distinguished Teaching Award: (ACUADS) Australian Council of University Art and Design Schools (Bennett)
- 2004 - UNSW Learning & Teaching Award 2004 (Bennett/McIntyre)
- 2005 - President's Award for 'excellence in higher education': Australasian Society of Computers in Learning in Tertiary Education (Bennett)
- 2006 - Commendation (9) of the UNSW Review from the (AUQA) Australian University Quality Agency (Bennett/McIntyre)
- 2006 - Nominated for a Citation for 'outstanding contributions to student learning': Carrick Institute (Bennett/McIntyre)
- 2006 - Nominated for a Quality Teaching Award: (ACE) Australian College of Educators (Bennett)



- There is often a gap between institutional goals and policies about online teaching, and the level of pedagogical support offered to teachers at the 'coal face' to help these goals be realised.
- Because of this, many online learning initiatives can often be technology focused and content driven, failing to incorporate effective online pedagogy, thus resulting in an unsatisfactory experience for students and teachers.
- Despite an increasing amount of literature about online learning and teaching, many educators find it difficult to invest time and effort into analysing the available theory and research. Quickly and easily deriving practical online teaching approaches suitable to individual circumstances and skill levels from this type of information can be difficult.
- There is an abundance of evidence in current literature describing how time poor teachers often feel resentful and overburdened when asked to teach online by their institutions (Bozarth, 2006; Ertmer, Addison, Lane, Ross, & Woods, 1999; McIntyre, 2008; Rabak & Cleveland-Innes, 2006; Walker & Johnson, 2008). This resistance to change often stems from not being supported in understanding what online teaching entails, and how it can be used effectively.
- Often there is a 'silo' approach to teaching that can occur within different disciplines. Individual strategies may be developed specifically for a particular application, without an understanding that teachers in other disciplines may be experiencing similar challenges, and could benefit from sharing the common pedagogy behind such approaches.

The Learning to Teach Online vision

This project has been devised to fill these often-neglected aspects of online teacher training, to provide a solid and practical understanding of the specific pedagogical approaches required to successfully plan and develop curricula, and teach in a fully online, or online supported face-to-face environment.

It was envisaged that by learning about the importance, potential, strategies and even problems of online teaching from the Learning to Teach Online resources, teachers would be able to improve their own understanding, confidence and ability. By relating the opinions, experiences and knowledge of teachers from different disciplines that would be presented in the episodes to their own situations, it was hoped that teachers would be encouraged to try online teaching for the first time, or to broaden their online teaching approaches if they were already experienced.

In order to achieve this, the following formative guidelines were determined early in the life of the project:

- The resources were to be practical, pragmatic, easy to access and useful.
- They should be aimed at teachers that were at the 'coal face' of teaching - those who don't necessarily have much time, many resources, or support for online teaching.
- The project was not to be about COFA Online dictating approaches or specific pedagogical approaches, but rather a vehicle to bring together and share a cross-section of the knowledge and skill of teachers who are already successfully teaching online within a range of contexts.
- It was to be primarily focused upon pedagogy, not technology. Technology will always change, but a sound understanding of the pedagogy behind



online teaching can be widely adapted.

- It should not be the intention of the project to produce a heavily theoretical resource, nor one offering specific step-by-step solutions for specific online teaching scenarios. Rather, the episodes should take a more practical position that sits between available technical support and theoretically based scholarly research about online education. Episodes should also present pedagogical concepts in such a manner that it is easy for teachers to relate them to their own teaching situations.
- The resource should take a pragmatic approach; explaining and demonstrating the realities, advantages and disadvantages of a range of online pedagogies and technologies used in different disciplines and teaching contexts, in an accessible and conversational manner.
- The resources must be widely applicable. It should be of primary importance to facilitate good representation of, and cross-pollination of ideas from different teaching scenarios and disciplines.
- The project should attempt to break down the perceived barriers between disciplines, and highlight that all online teachers face similar challenges, and that we can all learn from each other's experiences no matter what type of students or what topic we teach.
- Given the project is about online teaching, every effort should be taken to maximise the dissemination potential of the Internet to freely share the resources as widely as possible.

Advisory Panel

Given the project was going to be representative of a wide range of different disciplines and institutions, it was determined that forming an Advisory Panel comprised of a range of different academics and learning and teaching professionals from a variety of institutions would be required for feedback and guidance throughout the project. The panel comprised:

- **Professor Jim Barber**
Vice-Chancellor
University of New England
- **Professor Joan Cooper**
Pro-Vice-Chancellor (Students) and Registrar
The University of New South Wales
- **Professor Peter Freebody** (Education and literacy)
Professorial Research Fellow, School of Education and Social Work
The University of Sydney
- **Darrall Thompson** (Online learning and assessment)
Senior Lecturer, Faculty of Design
University of Technology, Sydney
- **Jan McLean** (Scholarship of learning and teaching)
Senior Lecturer, Learning and Teaching @ UNSW
The University of New South Wales
- **Dr Vince Dziekan** (Online research community expert)
Deputy Head, Department of Multimedia & Digital Arts
Monash University



- **Dr Jo McKenzie** (Scholarship of learning and teaching)
Director, Institute for Interactive Media and Learning
University of Technology, Sydney
- **Dr Denise Wood** (Scholarship of learning and teaching)
Teaching and Learning Portfolio Leader, School of Communication
University of South Australia
- **Dr Lydia Kavanagh** (Online learning and teaching applications)
School of Engineering
The University of Queensland

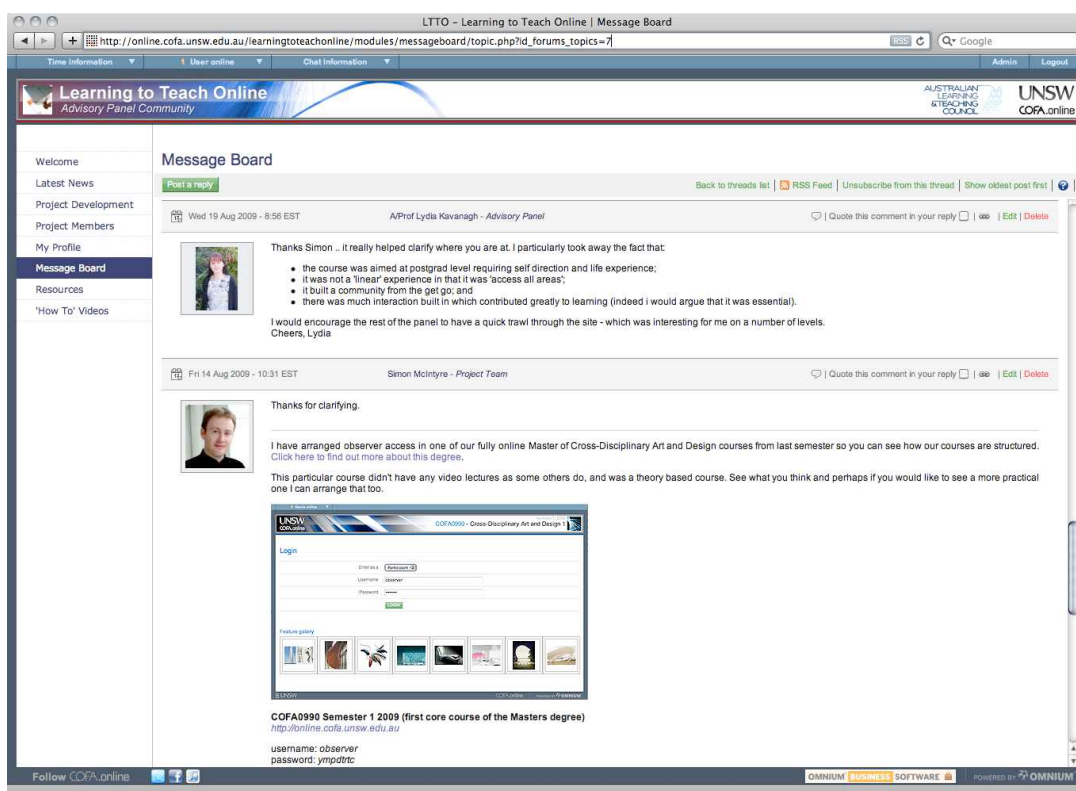


Figure 4. Screenshot of the online Advisory Panel website. This secure online space enabled the geographically dispersed Advisory Panel to meet and review project progress every six months.

As members were dispersed around the country, it was decided that online meetings would be held every six months over the duration of the project. Progress reports were uploaded into a password protected online environment for each meeting, where the panel could review the project, make suggestions and offer feedback (Figure 4). This online environment also served a dual purpose of archiving the progression of the project, and became an unofficial record of the participation and contributions of the various panel members.

Video production

While COFA Online had a depth of experience with creating and managing professional development programs, it lacked experience with the vital video production aspects of the project. UNSW was among the first universities in Australia to build a presence on iTunes U and YouTube. It also has developed a powerful video publishing and distribution system called UNSW TV <https://tv.unsw.edu.au> (Figure 5). This presented a unique opportunity to maximise



the use of existing technological infrastructure and existing video production services.

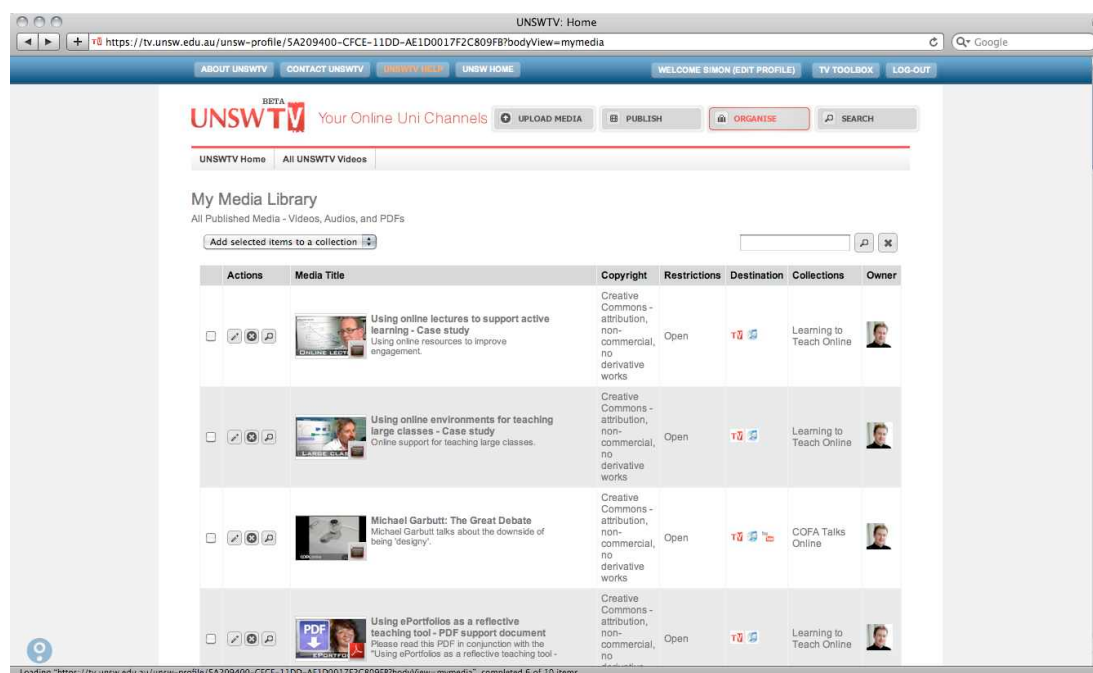


Figure 5. The UNSW TV video publication and management system.

Given that one of the main aims of the project was to establish prominent online dissemination channels for the digital resources being produced, COFA Online decided to utilise the experience of the team closely involved in production of video content used in UNSW's online channels. Therefore the Creative Development and Educational Media Production unit within Learning & Teaching @UNSW <http://bit.ly/j83CAy> was chosen to assist with the filming, editing and video post production under the constant guidance and direction of the project team.

Production quality for the video components of each episode was a prime consideration. A conscious decision was made to produce videos of a very high standard in terms of lighting, sound, editing and overall finish. The project leaders and the video production team reasoned that if the resources were of a high, professional standard, with authoritative, well researched, edited and engaging content, then teachers would be more likely to spend time watching them. They would also be more confident in sharing them with colleagues, and embedding them into their own educational and professional development initiatives.

The Creative Development and Educational Media Production unit's commitment to working closely with the project team to produce broadcast quality video content for the project, was a significant contributing factor to its overall success. However due to the unexpectedly high workload involved, the editing of the video content had to be reassigned to an additional editor mid-way through the project in order for production deadlines to be met (see *Challenges faced*, page 30).

Programming and infrastructure development

The dissemination of the project relied upon the presentation of the resources in an online environment, and the ability to integrate these resources with several existing



online content dissemination systems such as UNSW TV, YouTube and iTunes U, and social media applications such as Twitter http://twitter.com/#!/COFA_Online, Facebook <http://on.fb.me/mCN321>, and LinkedIn (Figure 6). The dissemination strategy will be discussed in detail in a subsequent section of this report.

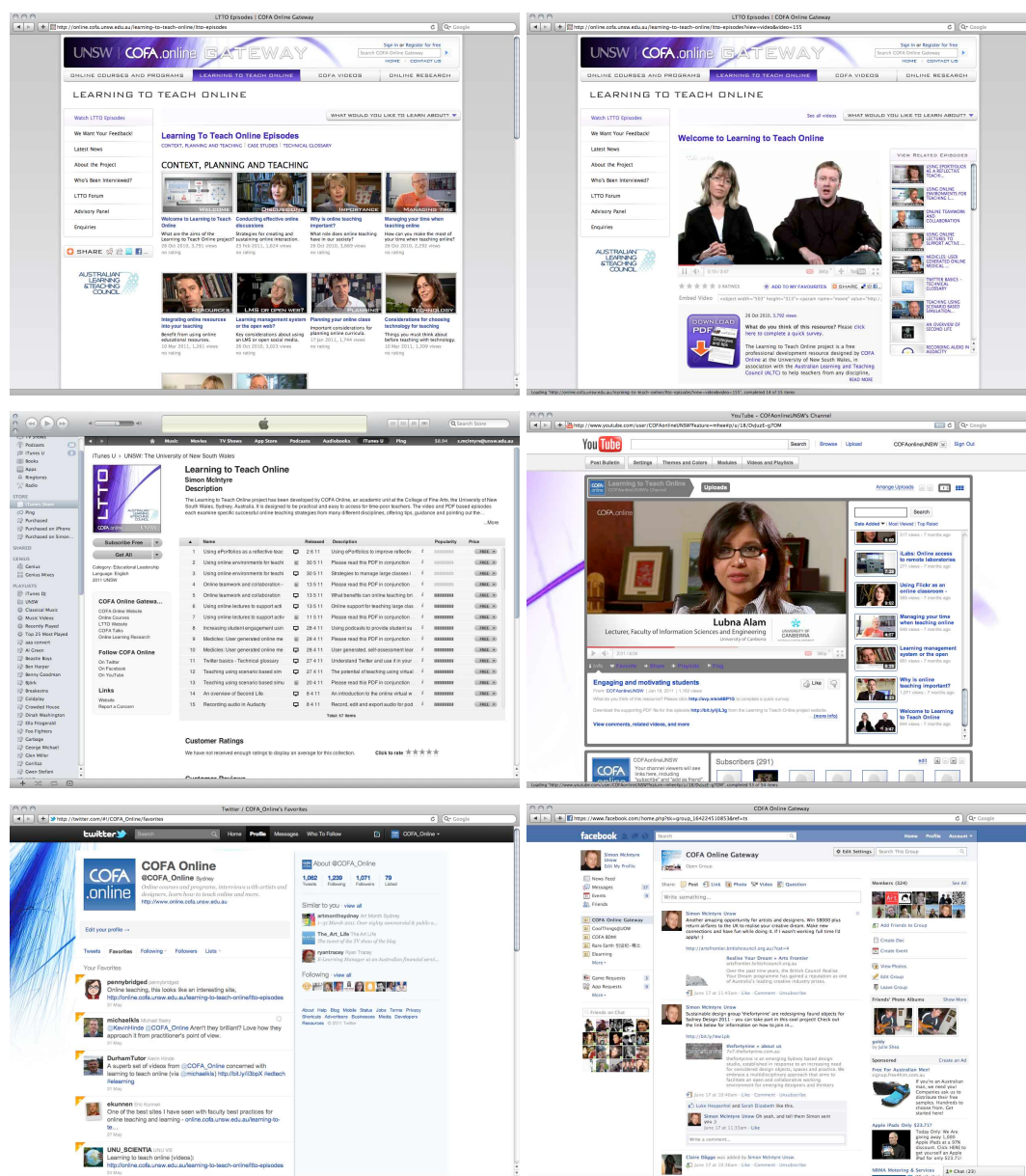


Figure 6. Screenshots of a selection of different online dissemination systems, that were integrated into the project during the infrastructure development phase. They include the Learning to Teach Online website episode overview page, single episode page, iTunes U, YouTube channel, Twitter and Facebook.

From the outset, the project team worked with a programmer with extensive knowledge of web 2.0 technologies, to develop the systems necessary to support this online dissemination strategy. The primary role of the programmer was to program the Learning to Teach Online website that the project team designed. The site was integrated within COFA Online's existing web site, the COFA Online Gateway <http://online.cofa.unsw.edu.au>. The development for this site comprised:

- Content population. New systems for integrating with UNSW TV so that



content uploaded there would automatically populate the new website had to be developed (UNSW TV could push content to iTunes U and YouTube, but had not previously pushed content to individual websites).

- News feeds. The ability to write blog style news posts that integrated with an RSS feed. This meant interested parties could subscribe to the website and be automatically notified of developments within the project.
- Episode management. Once video content was automatically populated with new content from UNSWTV, the website had to have the ability to assign the content to different categories (Context planning and teaching, case studies or technical glossary). Being able to add the PDF support files and specific external links for each episode, managing identifying tags for the content, and filtering the episodes by theme were also specific functions that needed to be specially developed.
- Statistics. It was imperative that statistical analysis tools for the use of the content and website were in place from the outset, so data could begin to be collected immediately. Integration of Google Analytics within the website was required, as well as the custom building of a statistics collator that could tally the number of episode hits individually and collectively from the website, iTunes U and YouTube.
- Web 2.0 compatibility. All of the content on the website was to be easily shared by users using a myriad of different web 2.0 technologies. Therefore all pages of the website had to be designed such that they were fully integrated with current content sharing, social media systems.
- Online community. To host the online community aspect of the project, a third party forum software was purchased. The authentication system from this software was integrated into the Learning to Teach Online website, enabling users to register on the site, bookmark and rate their favorite episodes, and comment on individual episodes.

The successful programming and technical infrastructure to support this project represents a significant amount of time, research, coordination and effort. While seemingly invisible to the average user of the website and resources, the development of this infrastructure was essential to help build an understanding of how people were finding and using the website. These were crucial factors in the successful management and dissemination of the project.

Why videos and PDF documents were chosen for the episode format

As previously discussed, each episode comprises both a video (ranging in length from an average of 8 to 9 minutes for case studies, and 5 minutes for other episode types), and a supporting PDF document (Figure 7). It was decided to combine both types of resources in each episode to cater for different learning styles of those who would be using them, and to scaffold the complexity of the information presented.



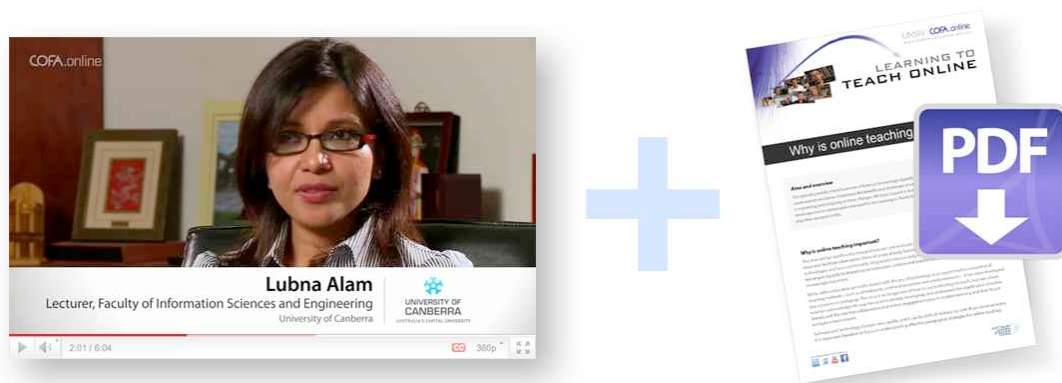


Figure 7. Each of the 32 episodes produced contains a video and supportive PDF document. By using both formats, the complexity of information presented could be scaffolded, and the episodes would be more appealing to a broader range of users with different learning styles.

Video was chosen as the primary media for the episodes because it humanised the information being presented. In order for teachers watching the videos to personally relate to the concepts being discussed, it was important for them to be able to form an empathetic relationship with the interviewees. This is easier to do using video as opposed to text due to facial expression, tone of voice, and body language. Viewers can see the genuine nature of those speaking, potentially making them more open to relating the ideas and knowledge being conveyed to their own personal teaching situations.

This was designed to emulate the more personal elements of the community of practice that were experienced in COFA Online's face-to-face professional development programs that inspired Learning to Teach Online. The idea was that by being able to see and hear real teachers talking casually and informally about their own experiences, those watching the videos would experience a similar ethos as when they may visit their colleagues in the next office to discuss ideas or issues in an environment that is personal, friendly, accessible and honest.

The accompanying PDF support document for each episode summarises the topics raised in the video, highlights key strategies, and contains links to further information and scholarly resources exploring the particular online teaching concept being discussed. While videos enabled a more personally engaging way to convey the larger concepts being discussed, the PDF document functions as a quick reference in which specific information can be found quickly and easily. The documents are deliberately kept short, utilising bullet points throughout.

Determining themes and key issues for the episodes

A crucial aspect in the completion of the project was determining which key pedagogical issues the resources would cover given that production would be limited to 25-30 episodes. The widely inclusive aims of the project made the process of determining the structure of the resources extremely challenging. If the project was to be successful, the episodes had to:

- Be equally applicable to educators in a wide range of different disciplines and teaching situations.
- Appeal equally to beginners with little or no existing knowledge of online teaching, and also to those with existing experience.



- Be able to be self-contained to cater for teachers using episodes individually, and to be cohesive as a collection.
- Be flexible enough such that episodes could easily be added or removed from the collection at a later date (to maintain currency of the content) without compromising the overall structure of the project. This ability would enable the project to maintain a long lifespan if development was to continue after the initial period of funding from the ALTC.

These factors made the task of determining a structural framework for the episodes a complex and often arduous process during the early project stages (Figure 8).

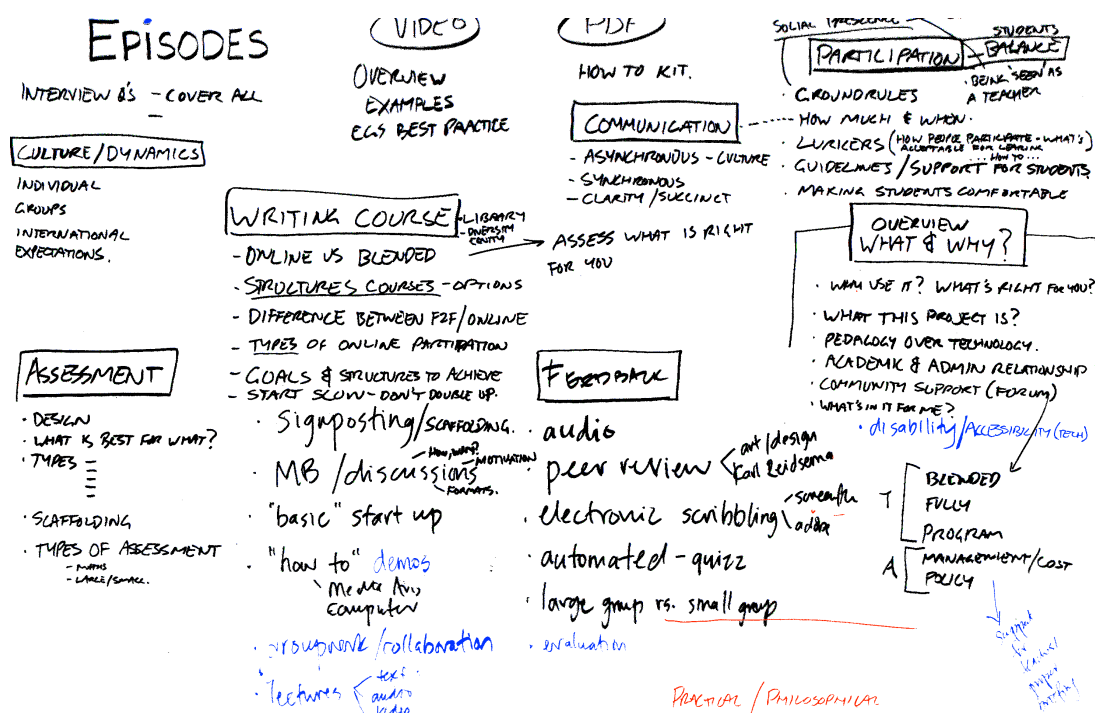


Figure 8. An example of the brainstorming about episode content and structure, from the early stages of the project.

A significant amount of time and energy was spent developing a structure for the project, only to disregard and completely redevelop it upon review later in the first year of the project. While this initially slowed project progress significantly, in the latter stages of the project the revised structure actually enabled faster production of episode content. A modular approach was taken with the design of the episodes, meaning that they could be more interconnected, and easier to update or change with emerging online teaching practices and technologies. The 32 episodes that were eventually produced through the project were categorised into three different areas:

Context, planning and teaching

These episodes contain a large number of interviews, carefully juxtaposed within certain themes related to the context of online learning, and issues of planning and teaching. They are designed to give teachers a sense of the importance and place of online teaching in contemporary education, and to address some of the common questions or concerns that those new to online teaching often have. Each episode contains interviews from a range of different academics, academic support staff, learning and teaching professionals and students from different



disciplines and institutions speaking from their own experience about the issues.

The 10 episodes in this category are:



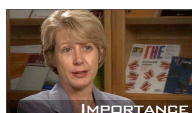
Welcome to Learning to Teach Online

An explanation of the project and its aims.

<http://bit.ly/9pOeEE>

Released 26 October 2010.

4,090 views.



Why is online teaching important?

What role does online teaching have in our society?

<http://bit.ly/cKqHwc>

Released 26 October 2010.

3,983 views.



Learning management system or open web?

Key considerations about using an LMS or open social media.

<http://bit.ly/aL55Yj>

Released 26 October 2010.

3,239 views.



Managing your time when teaching online

How can you make the most of your time when teaching online?

<http://bit.ly/cnzReG>

Released 26 October 2010.

2,644 views.



Planning your online class

Important considerations for planning online curricula.

<http://bit.ly/gFPzbN>

Released 17 January 2010.

2,001 views.



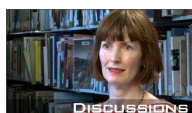
Engaging and motivating students

Spark and sustain students' interest in online learning.

<http://bit.ly/ijlL3g>

Released 19 January 2011.

3,276 views.



Conducting effective online discussions

Strategies for creating and sustaining online interaction.

<http://bit.ly/fhEFBn>

Released 23 February 2011.

2,105 views.



Considerations for choosing technology for teaching

Things you must think about before teaching with technology.

<http://bit.ly/aL55Yj>

Released 10 March 2011.

1,539 views.



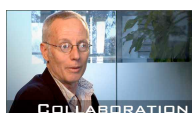
Integrating online resources into your teaching

Benefits of using online educational resources.

<http://bit.ly/fk8gAF>

Released 10 March 2011.

1,489 views.



Online teamwork and collaboration

What benefits can online teaching bring to teamwork?

<http://bit.ly/ieDVEh>

Released 03 May 2011.

888 views.

All view totals appearing above are current as of 24 June 2011, and include statistics from the Learning to Teach Online website, YouTube and iTunes U. Views from UNSW TV were negligible.



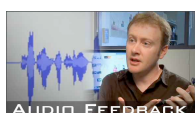
Case studies

Case studies take one teacher's pedagogical approach to using online technology and explores in depth issues surrounding planning and teaching in practical terms. They are focused upon delving deeper into specific examples of best practice, enabling practical techniques and strategies to be documented and shared in a collegial, conversational manner. These episodes look at the realities of challenges faced and the successes experienced that motivated the teacher to continue.

The issues that are discussed in the case studies, directly align to, and are exemplifications of the content explored in the context, planning and teaching episodes. While each case study focuses upon a single disciplinary example, they are designed such that the applicability of the processes and strategies to other disciplines is highlighted. In addition, each case study contains demonstrations of the online teaching environment used by each teacher. While demonstrating the practical operation of the technology, teachers talk through how the class was planned, and how the online pedagogy is applied in context.

Care was taken to try to represent as many different disciplines and institutions as possible in the range of case studies completed, given the budgetary and time constraints of the project.

The 16 case studies represented in the project are:



Using audio feedback (Art and Design)

The University of New South Wales

Effectively give student feedback by recording your voice.

<http://bit.ly/bobJOD>

Released 26 October 2010.

2,391 views.



Using blogs for peer feedback and discussion (Architecture)

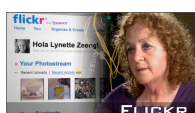
The University of New South Wales

Using blogs for presentation, discussion and peer feedback.

<http://bit.ly/bH53dD>

Released 26 October 2010.

3,450 views.



Using Flickr as an online classroom (Design / Photography)

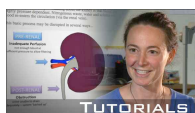
Swinburne University

How the image sharing site Flickr can be used in teaching.

<http://bit.ly/989e9Y>

Released 26 October 2010.

3,334 views.



Hippocrates: Online medical tutorials (Medicine)

University of Bristol (UK)

Effectively use online tutorials with face-to-face classes.

<http://bit.ly/9MI13Z>

Released 26 October 2010.

1,804 views.



iLabs: Online access to remote laboratories (Science)

The University of Queensland

Remotely access laboratories and online learning resources.

<http://bit.ly/9iuO94>

Released 26 October 2010.

1,836 views.





Teaching with web 2.0 technologies (Information Science) **University of Canberra**

Teaching effectively using online social media such as Twitter, wikis and blogs.

<http://bit.ly/e2Hxxs>

Released 17 February 2011.

2,892 views.



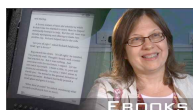
Increasing student engagement using podcasts (Psychology) **The University of Leicester (UK)**

Using podcasts to provide student support and feedback.

<http://bit.ly/fEveZU>

Released 17 February 2011.

1,423 views.



Creating eBooks for distance education (Learning & Teaching) **The University of Leicester (UK)**

A quick 'how to' on creating eBooks for use in education.

<http://bit.ly/f1v3iH>

Released 17 February 2011.

1,818 views.



Understanding Creative Commons (Internet Studies) **Curtin University**

Guide to understanding Creative Commons use & registration.

<http://bit.ly/gZXd6p>

Released 01 March 2011.

2,929 views.



Using wikis for student collaboration (Social Science) **Swinburne University**

How can wikis be used to enhance collaborative learning?

<http://bit.ly/hjdR88>

Released 21 March 2011.

1,347 views.



Online discussions in maths teacher education (Education) **Deakin University**

How online discussion can improve learning in a mathematical context.

<http://bit.ly/gd02CZ>

Released 23 March 2011.

737 views.



Using scenario based simulations in Second Life (Psychology) **The University of Leicester (UK)**

Exploring the potential and problems of teaching using virtual worlds.

<http://bit.ly/eSFZBS>

Released 19 April 2011.

955 views.



Medicles: User generated online medical tutorials (Medicine) **University of Bristol (UK)**

User generated, self-assessment learning objects.

<http://bit.ly/lq0vwL>

Released 28 April 2011.

563 views.



Using online lectures to support active learning (Chemistry) **Curtin University**

Using online resources to improve engagement.

<http://bit.ly/mpbROh>

Released 3 May 2011.

821 views.





Using online environments for teaching large classes (Engineering)

The University of New South Wales

Strategies to improve large class management using online technologies.

<http://bit.ly/IMjGt>

Released 17 May 2011.

866 views.



Using ePortfolios as a reflective teaching tool (Education)

University of Wolverhampton (UK)

Using ePortfolios to improve reflective learning practice.

<http://bit.ly/koVNA2>

Released 2 June 2011.

2,339 views.

All view totals appearing above are current as of 24 June 2011, and include statistics from the Learning to Teach Online website, YouTube and iTunes U. Views from UNSW TV were negligible.

Technical glossary

While developing an understanding of online pedagogy is of primary importance for effective online teaching, it is also necessary for educators to generate these understandings with reference to the online technologies in which the pedagogy will be applied. Therefore the technical glossary category of episodes was designed to support those case studies where specific technologies are used. They comprise very basic 'how to' style technical help in the form of screen capture videos, that exemplify how to get started in setting up various technologies. These short videos are directly linked to the relevant case studies on the Learning to Teach Online website, and also stand alone as a collection of simple technical help videos. For example, if someone in a case study talks about how they used Twitter in their class, a short technical video describing how to get started in Twitter can be referred to from the case study page on the web site.

Using separate episodes for simple technical help allows the technical glossary videos to be updated or replaced if technology changes in the future. In this way, the case studies discussing the pedagogy remain current, and can be supported by up to date technical help. There is significant ability to easily and quickly expand this category in the future if more funding to continue the project is secured.

The following 6 topics were covered in the technical glossary videos:



Setting up a simple blog in Blogger

Learn how to make your own blog.

<http://bit.ly/IWuQ1x>

Released 26 October 2010.

1,238 views.



Getting started in Flickr

Learn the basics and some ideas for teaching.

<http://bit.ly/mgwWuX>

Released 26 October 2010.

1,259 views.



Using the iLabCentral resource

Understand the free resource for science students and teachers.

<http://bit.ly/mKSGvI>

Released 26 October 2010.

915 views.



An overview of Second Life

An introduction to the online virtual world.

<http://bit.ly/eBn5vS>

Released 08 April 2011.

597 views.





Recording audio in Audacity

Record, edit and export audio for podcasts.

<http://bit.ly/gbjSYZ>

Released 08 April 2011.

790 views.



Twitter basics

Understand Twitter and how to use it in your teaching.

<http://bit.ly/hHGiwQ>

Released 27 April 2011.

932 views.

All view totals appearing above are current as of 24 June 2011, and include statistics from the Learning to Teach Online website, YouTube and iTunes U. Views from UNSW TV were negligible.

Interview process

Once the themes for the episodes were finalised, the project team developed 2 initial sets of interview questions; one designed specifically for case studies, and the other set designed to elicit responses about all of the major issues in the 'context planning and teaching' category of episodes. A semi-structured approach was taken with the design of the interview questions, as there had to be the freedom to pursue unique lines of enquiry as they arose with different individuals. While a core set of questions remained consistent throughout the entire project, other sets were evolved based on regular internal review of the effectiveness of the interviews, and also continual assessment of what information was required for episodes as they were edited. This enabled the project team to collate a good cross-section of opinion, and also to target specific information that may have been missing from certain episodes as the project progressed.

Interviewees were sent an information pack well ahead of the scheduled interview time ([see Appendix 6](#)). As well as the interview questions themselves, these packs contained a quick summary of the project and its aims, a description of how and where the contribution of the interviewee would be used, offered several tips on how best to prepare for the interview, and contained a video and research release form for the interviewees to review and sign (see *Ethical and copyright considerations*, page 26).

In every single case, the interviewees were very forthcoming with their time and willingness to share their experiences and knowledge in an open honest manner. It is hoped that this generosity may be repaid by the increased exposure the institutions and individuals will gain through the project. Where possible, we also featured relevant research of individual teachers in the supporting PDF documents in each episode.

Institutional and collegial participation

Given the overall importance of creating a sense of authenticity and community in the project, it was important to gather wisdom and experience from as many different online teachers and institutions as possible within the scope of the project. Several methods of finding a range of suitable teachers willing to participate in the project were utilised:

- Promotion by secondary parties. Several educational organisations such as the ALTC and ASCILITE agreed to post news items on their websites and in their newsletters in which described the project and asked for expressions of



interest from teachers willing to be interviewed.

- Social media. COFA Online used social media such as Twitter, Facebook and LinkedIn to call for expressions of interest from teachers currently teaching online. Several interviewees were identified using this method, either directly or by academics suggesting their colleagues.
- Direct communication with universities. We wrote emails to the Learning and Teaching departments of all the major Australian universities and several in the UK asking them to nominate stellar online teachers. While we did not hear back from some institutions, most showed interest in the project and forwarded the project team the names of staff that could be contacted.
- Word of mouth. As the effects of our promotional drive during the duration of the project continued to raise awareness in the academic community, we began to receive unsolicited enquiries from a range of teachers around Australia, New Zealand, the UK and the US.

Unfortunately we were not able to interview every person who agreed to take part in the project due to the defined parameters of how many episodes could physically be produced within the available timeframe and budget. In addition, it was important to try to represent a broad range of different disciplines, range of technologies, and types of online teaching as possible. Interviewees were selected from those that agreed to participate based on these criteria.

During the course of the project, 53 interviewees donated their time and expertise to the project. They comprised university leaders, educators, academic support staff and 14 students (who are unable to be named in this document due to the conditions of the University of New South Wales' ethics agreement) from 18 different disciplines within 18 institutions in 3 countries. By contributing in this way, these educators and institutions have become active stakeholders in the project.

The Learning to Teach Online interviewees were:

The University of New South Wales (UNSW)

- Professor Ian Howard
(Dean, College of Fine Arts)
- Professor Stephen Marshall
(Director, Learning and Teaching @ UNSW)
- Professor Alan Crosky
(School of Materials Science and Engineering)
- Associate Professor Emma Robertson
(Coordinator Bachelor of Design, School of Design Studies)
- Associate Professor Rick Bennett
(Head, COFA Online)
- Dr Gay McDonald
(Senior Lecturer, School of Art History and Art Education)
- Dr Catherine Suttle
(Lecturer, School of Optometry and Vision Sciences, Faculty of Science)
- Simon McIntyre
(Senior Lecturer, Online Program Director, COFA Online)
- Ian McArthur
(Lecturer, COFA Online and School of Design Studies)



- Rod Bamford
(Lecturer, School of Design Studies)
- Tam Nguyen
(Associate Lecturer, Faculty of the Built Environment)
- Andrea North-Samardzic
(Facilitator, MBT Program, Australian School of Business)
- Susan Lafferty
(Director Digital Library Services, UNSW Library)
- Margaret Blackmore
(Coordinator, Library Learning and Teaching Projects)

University of Sydney (USYD)

- Professor Peter Goodyear
(Professor of Education, Co-director, CoCo Research Centre)

University of Technology Sydney (UTS)

- Darrall Thompson
(Director, Teaching and Learning, School of Design)

University of Canberra (UC)

- Lubna Alam
(Lecturer, Faculty of Information Sciences and Engineering)

Deakin University (Deakin)

- Dr Leicha Bragg
(Lecturer in Mathematics Education and Information Technology)
- Jenny Grenfell (Lecturer in Visual Arts Education)

RMIT University (RMIT)

- Dr Garry Allen
(Director, Information Technology in the Faculty of Life Sciences)

Swinburne University (Swinburne)

- Lynette Zeeng
(Education Development Coordinator, Communication Design)
- Debbi Weaver
(Academic Development Advisor, Faculty of Higher Education, Lilydale)
- Dr Craig McIntosh
(Lecturer, Sociology, Faculty of Higher Education, Lilydale)

Victoria University (VU)

- Professor Ian Macdonald
(Director, Centre for Innovation in Learning and Teaching, CILT)

The University of Tasmania (UTAS)

- Tess Dryza
(Facilitator/Producer, Pathways, Integrated Creative Arts Education)



The University of Queensland (UQ)

- Associate Professor Lydia Kavanagh
(Director of First Year Engineering, School of Engineering)
- Dr Mark Schulz
(Associate Director, Centre for Educational Innovation and Technology)

Griffith University (Griffith)

- Professor Kerri-Lee Krause
(Dean Student Outcomes, Director Griffith Institute of Higher Education)

Curtin University (Curtin)

- Professor Matthew Allen
(Head of Department of Internet Studies)
- Associate Professor Anthony Herrington
(Head, Centre for eLearning)
- Associate Professor Mauro Mocerino
(Director of Undergraduate Studies, Department of Chemistry)
- Dr Tama Leaver
(Lecturer in Internet Studies, Faculty of Humanities)
- Dr Daniel Southam
(Lecturer, Department of Chemistry)

London Metropolitan University

- Nathalie Ticheler
(eLearning Designer, Senior Lecturer in French)

Royal College of Art (RCA)

- Chris Mitchell
(Learning and Teaching Coordinator)
- Ike Rust
(Senior Tutor, Menswear)
- Annabel Fraser
(Editor and Writer, FuelRCA website)

University of Leicester

- Professor Gilly Salmon
(Professor of eLearning and Learning Technologies)
- Simon Kear
(Keeper of the Media Zoo, Beyond Distance Research Alliance)
- Dr Alejandro Armellini
(Senior Learning Designer, Beyond Distance Research Alliance)
- Dr Ray Randall
(Course Director for Distance Learning Courses, School of Psychology)
- Dr Richard Mobbs
(Head of Academic Liaison, IT Services)
- Terese Bird
(Learning Technologist, Beyond Distance Research Alliance)



University of Wolverhampton

- Julie Hughes
(Head of Post-Compulsory Education, School of Education)

University of Bristol

- Dr Stephanie Eckoldt
(Clinical eLearning Research and Teaching Fellow, Clinical Science)
- Dominic Alder
(eLearning Support Officer, Centre for Medical Education)
- Chris Gillett
(Developer Medicles eLearning content)
- Chris Bailey
(Developer Medicles eLearning content)

Lucerne University of Applied Sciences and Arts

- Dr Andy Polaine
(Research Fellow and Lecturer, Service Design)

Ethical and copyright considerations

The project raised several important ethical and copyright considerations. The project team went to incredible effort to ensure correct handling of all of the issues described below, and to protect the interests of third parties who contributed to the project. The project team consulted with UNSW Legal and Compliance office, the UNSW Human Research Ethics Committee (HREC), and UNSW Governance support for advice throughout the project. Below are the ethical and copyright issues identified as being relevant to the project, and the strategies that were put in place to address them:

- Video recordings of individuals were to be published, which would be available online in several formats for an indefinite period of time. In addition, the issue of Intellectual Property (IP) needed to be considered when speaking with teachers about their teaching practice.

COFA Online drafted a video deed document based upon standard video release forms used in professional practice ([see Appendix 7](#)). The UNSW Legal and Compliance office approved the document for use. The deed clearly outlined the aims of the project, where footage would be published online, and stated that it would remain published indefinitely. All interviewees were given the option to withdraw their permission for the footage being used in the project for a period of one month after filming, and we offered those interviewees who were interested the chance to sign off on episodes before publication. The document also required teachers to stipulate whether they had the rights to show any course content, and also contained a location release clause, which gave permission for COFA Online to film on the premises. All interviewees were asked to tick boxes indicating that they read and understood each of the issues outlined above before signing the document. All interviewees were given a copy of the agreement. In addition, in accordance with the requirements of the UNSW ethics clearance conditions, each institution provided a signed letter of support when students appeared in any published video. All signed forms are held in a secure location on the COFA campus.



- Screen capture of different software would be used in some videos.

Different websites and software developers have a range of terms and conditions about the use, documenting and republication of their property in different media formats. For each individual piece of software or website that was shown in any COFA Online videos, the team referred to the specific terms and conditions related to republishing screenshots or still images. In many cases, this was allowed in non-commercial or educational contexts. In other cases specific written permission from the copyright owners was obtained. These are all fully attributed at the end of both the videos and PDF documents. For a list of individual websites, software and terms and conditions, please refer to the end credits of the COFA Online videos, or the accompanying PDF documents. All permissions and terms were documented, and records are kept with the Copyright department within the with UNSW Legal and Compliance office.

- Some of the demonstrations of online environments would show student work.

In any such circumstances, written permission was obtained from each student using a UNSW Copyright Permission request form ([see Appendix 8](#)). Students were clearly informed what the purpose of using the material was, and where it would appear. Any student work appearing where permission was not obtained was blurred in the published videos. As a special precaution, all student names or identifying information for those that hadn't signed the release form was also blurred in every screen capture appearing in the project so as to be unreadable.

- Visual guidelines on the use of individual institutions logos.

In all cases where an institutions logo had to be used for crediting their contributions to the project, COFA Online contacted each university's marketing department and obtained official style guides for use of logos. All rules for display of institutional logos were adhered to within the video and PDF documents, and final approval was gained from each institution prior to publication.

- Online questionnaires were to be used to gather data from users of the resource, and COFA Online wished to have the option of conducting research based upon the contributions of interviewees.

All online questionnaires and research questions passed through the UNSW Human Research Ethics Committee (HREC) approval process for ethics clearance prior to their release. The research was granted clearance to proceed (ref 10074ext). All interviewees were informed of the possibility of the video footage being used as part of future research projects, and asked to tick boxes on the video deed document indicated they understood and accepted this information.

How the project uses and advances existing knowledge

The Learning to Teach Online project has demonstratively supported the following ALTC mission objectives (see *Evaluation outcomes*, page 48):

- ALTC Objective (a): Promote and support strategic change in higher education institutions for the enhancement of learning and teaching,



including curriculum development and assessment.

- ALTC Objective (b): Raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community.
- ALTC Objective (d): Develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice in learning and teaching in Australian higher education.
- ALTC Objective (f): Identify learning and teaching issues that impact on the Australian higher education system and facilitate national approaches to address these and other emerging issues.

It is not the primary aim of the project to advance research in the area of online pedagogy, but rather to make a larger number of teachers aware of best practice and sound pedagogical principles practice. Perhaps the greatest contribution of the project to the advancement of knowledge in this area, is its ability to create awareness of good practice in online teaching across the globe, challenge existing perceptions, and offer proven pedagogical strategies to individual teachers to help them build upon the knowledge of those features in the episodes to further develop their own practice.

The project has fostered the open sharing of information and experience from many institutions. It has drawn together and shared the collective experience and wisdom of a wide range of educators and students involved in online learning and teaching. Learning to Teach Online has built upon these contributors' diverse practical base of applied knowledge and research by distilling the information into a more accessible format that are easily accessed by a potentially unlimited amount of teachers around the world. It also provides an experiential base for teachers to begin their own research into online teaching practice. The PDF documents supporting each video contain numerous references and links to further reading, and scholarly articles and papers.

As part of the research conducted by COFA Online into the use and impacts of the project, an ongoing open online survey was established enabling users of the episodes to provide feedback ([see Appendix 3](#)). To date a sample of 57 teachers from around the world have completed the survey. Of these respondents, 48.8 per cent indicated they would read more research papers on the topics raised in the episodes, while 37.2 per cent of respondents indicated they would likely begin their own research into online pedagogy as a direct result of engaging with the Learning to Teach Online project.

Critical success factors for the project

With the help of the project's independent evaluator, an Intended Project Logic (IPL) was devised and updated throughout the developmental life of Learning to Teach Online. This diagram helped to identify the critical success factors for each main goal of the project, in relation to the eventual outcomes. The IPL document was continually updated and revised as the project progressed, becoming the focus of the formative evaluation process at key stages of development. It proved to be an extremely effective reflective tool, which assisted the project team to identify potential problems or issues as they arose.



To exemplify this process, below is an example IPL diagram from mid-way through the project. This document subsequently changed as the issues identified were addressed. The success factors identified in the central column remained constant throughout the project, while the outputs to date on the right hand side of the diagram contain indications of issues arising, marked in red (Figure 9).

Intended Project Logic (IPL) as of November 2010		
Goals	Success Factors	Outcomes
Enable more educators to successfully adopt and develop online teaching practices	- More teachers trying teaching online - Adoption of resources in existing training programs	- More time required after release to determine
Reach a diverse audience of teachers in different disciplines and institutions	- Build successful dissemination system - Create good awareness / good marketing strategy - Teachers from many different disciplines use resource - Global reach, many countries and institutions - High number of (relevant) views of resources - Resources shared and talked about by academic community	- Dissemination system complete. Gateway, UNSW TV, YouTube, iTunes U - Views: Gateway 2975, YouTube 1124, UNSW TV 105, iTunes U 285 - 55 different countries and territories have viewed the resources - 44 tweeters, 8 blogs and 3 interviews (paper and magazine)
Create a global community of practice	- Build online forum - Large number of teachers join forum - Sustained, useful exchange of ideas and information - Vibrant, active online community formed	- Online forum has been built - 261 members - Activity is very low (1)
Represent the knowledge of teachers from many different disciplines and institutions, using a wide range of technologies	- Represent all leading Australian Universities - Represent all Australian states - Cover most common discipline areas in resources - International representation and involvement - Good cross-section of opinion in resources - Most common technologies represented	- Interviewed 49 academics from 18 different institutions - A wide variety of disciplines have been included - UK is included in project - Main types of online technologies covered - Not all states have been represented (2)
Create useful, practical and relevant resources	- Resources must be 'to the point', practical and digestible - Resource format must appeal to broad range of users - Pragmatic content - Teachers see resources as practical and relevant - Easy to access and use - Teachers can apply knowledge and skills to own situation	- Pretesting evaluations determined goals met - However more testing needed on final episodes (3)



Create a pedagogically sound and well respected resources	- Peers approve of content - Supported by scholarly resources - Resources well designed and structured - Feedback loop established and acted upon	- Initial feedback has been extremely positive, but limited - Evaluation methodology required to include larger sample (3)
Make 20-30 episodes	- Complete 20-30 episodes	- As of December 2010, 14 episodes will have been released
To raise the profile of COFA Online and ALTC	- Good feedback - Adoption by peers - Good evaluation results - Stakeholders happy and engaged	- More time required after release to determine
Footnotes		
(1) Building an online forum is proving to be incredibly challenging. The nature of the resources is such that they are quite self-contained and do not necessarily prompt discussion. The forum may have to be abandoned in favour of building awareness and discussion in existing online learning communities (2) South Australia, Northern Territory have not been represented. There may still be time to include institutions early in 2011. (3) Final evaluation of users of the resource must be developed once project has had time to gather momentum.		

Figure 9. Learning to Teach Online IPL diagram from November 2010. This was used as a self-reflection device to identify any issues arising in the development and management of the project. Note this was not the final IPL, but was one used in the developmental stages of the project.

Challenges faced

Overall, the project strategy and logic proved to be sound, but not without a high level of dedication and flexibility on the part of the project team. Undertaking the development of Learning to Teach Online has presented a series of challenges, as the project team was largely unfamiliar with many of the production processes that were required for the technical and video components of the project. The most significant of these are detailed below:

- Small project team, unfamiliarity with some production processes, and high workload. This was the first large-scale grant project undertaken by the project leader. In addition, Learning to Teach Online was relatively unique amongst ALTC competitively funded projects in the fact that there were no partner institutions working on the project. This was extremely beneficial because the small project team was able to plan and manage effectively without the delays caused by attempting to coordinate large numbers of people. However the negative effect of a small team meant that the workload was incredibly high. In a team of 8 people, only 2 members were dedicated to the strategic management of the project, designing the online dissemination system, developing the episode structure and writing the PDF content.
- Underestimation of the amount of time required for each stage of the project. The most important lesson learnt by the project team was being able to maintain the high standards of the project by being flexible with internal deadlines. The amount of time estimated to develop the complex technical infrastructure for the project was greatly underestimated, as was the workload involved with filming and editing the video content. The project



team had to learn how to manage and guide the project in a way to account for our developing understanding of the processes involved in interview techniques, video production and Internet syndication. The complexity of these issues, particularly in relation to the global scale of the project, resulted in regular reassessment and refinement of timelines.

- Revision of pedagogical structure. Midway through the project, during filming of interviews for the video components of the episodes, it became apparent that the episode planning and structure that was developed over the preceding months was not appropriate given the type of information we were collecting. The structure was too rigid to enable the filmed content to be properly categorised and collated. Therefore the entire structure was discarded and a new more flexible structure developed. This put the project behind in schedule for some months, but ultimately proved to be highly appropriate and successful.
- Complexity of video production. Due to the high standard of video production used, as the project progressed it became evident that the resources committed to the project by the Creative Development and Educational Media Production unit, were not going to be sufficient to complete the volume of episodes on schedule. In addition, the project leaders were heavily involved in the decision-making and direction of all aspects of the editing process, meaning additional workload for the project team. This underestimation of workload for both COFA Online and the Creative Development and Educational Media Production unit, resulted in over 50 per cent of the editing duties having to be completed by an additional staff member hired specifically to work more closely with the project leaders. This freed up the Creative Development and Educational Media Production unit to concentrate on other aspects of post production of the episode content.

Analysis of applicability to different institutions and locations

One of the main aims of the project was for the resource to be able to transcend geographical, institutional and disciplinary boundaries. The project has exceeded expectations in this respect. Data obtained via COFA Online's Learning to Teach Online episode evaluation survey indicated a cross-section of 24 disciplines amongst those teachers who used the resource, which could be considered indicative of the larger population ([see Appendix 3](#)). The disciplines named in the survey included:

- Adult Learning
- Animation
- American Sign Language Instructor for children 0-9
- Biomedicine
- Counseling Psychology
- Educational Development / Flexible Learning
- eLearning Instructor
- Elementary Teacher
- English, French and Spanish non curricular, History, Geography, ICT, P.E.
- Environmental Science
- Fine Art



- High School Teacher
- Information Technology
- Ingeniera de Sistemas (Systems Engineering)
- Instructional Design
- Languages
- Marketing
- Media Studies
- Medicine
- Philosophy
- Social Studies
- Sociology
- Special Education
- Speech Language Pathology

Additionally, 100 per cent of those who completed the survey either strongly agreed or agreed that the pedagogical issues discussed in the episodes were applicable to their discipline and teaching situation, even though they may have been exemplified in a discipline different to their own (Figure 10).

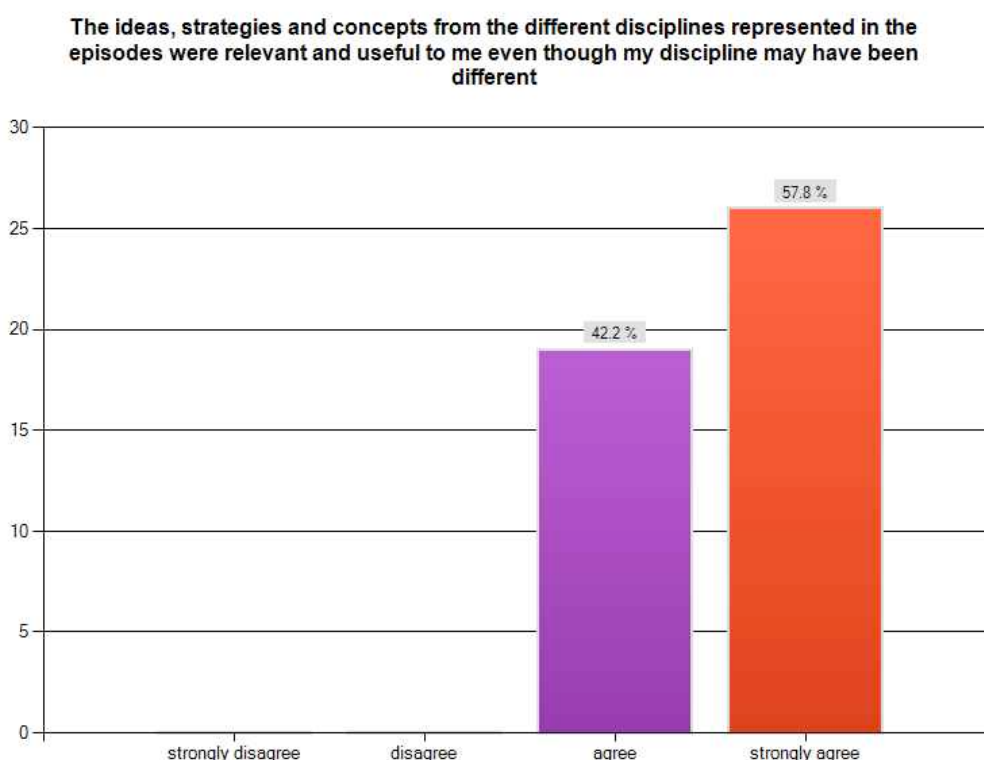


Figure 10. Graph demonstrating that users of the resources found it to be highly relevant and effective across a range of disciplines. The sample included 59 teachers from 15 countries (Learning to Teach Online episode evaluation – open online survey ([see Appendix 3](#))).

While designed for use in Australian higher education, there is substantial evidence that while the majority of use was in higher education, significant use also occurred in other educational sectors around the world including secondary, vocational, and



private education. Data supporting this were gathered from tweets, blog posts, emails, and the aforementioned survey (Figure 11).

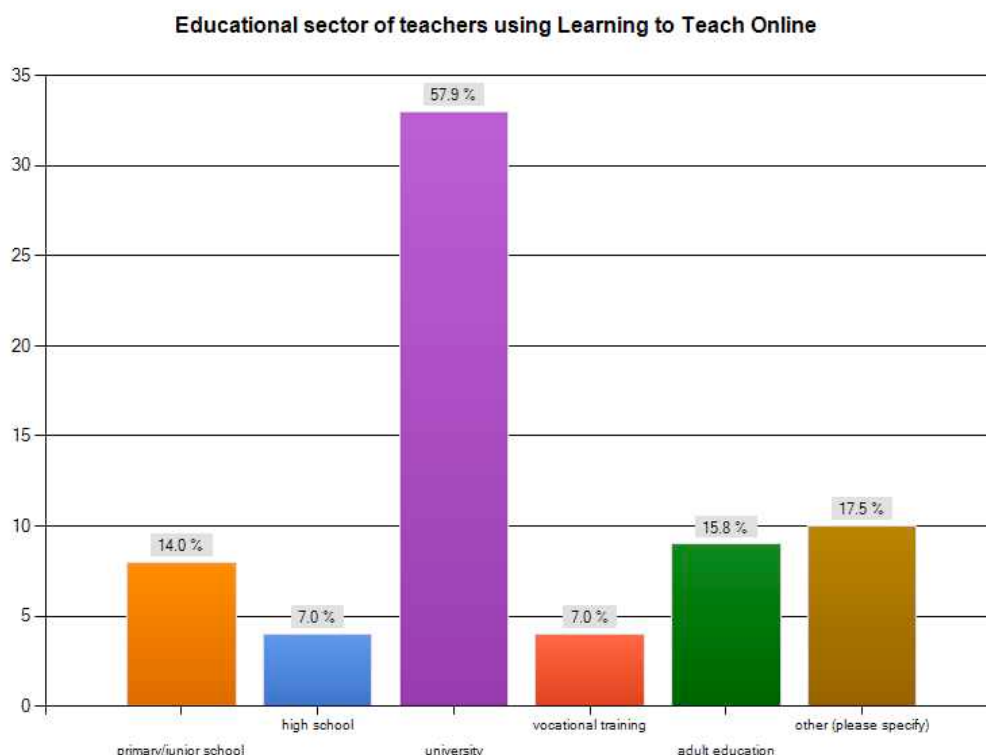


Figure 11. Graph showing the educational sectors that used the Learning to Teach Online resources. Results within the 'other' category included private education, community college, hospital and student. The sample included 59 teachers from 15 countries ([see Appendix 3](#)).

Unsolicited evidence regarding the uptake of the project in different contexts

The following is a quote from a letter received from the Projects and Professional Development Manager at Think Education Australia ([see Appendix 5](#)). Think is a leading private college offering bachelor degrees in a wide range of professional disciplines. Think Education recently integrated the Learning to Teach Online episodes into a mandatory professional development program for all of their teaching staff:

“As the developer of the program I have valued the high quality content and suggestions for improving online teaching practices. The footage together with the pdf documentation has raised greater awareness of new approaches that staff can implement to engage their students in blended and online learning.”
(Ann Applebee, Professional Development Manager, Think Education Australia).

The Illinois State University wrote to COFA Online explaining how they have incorporated the episodes into 2 different postgraduate programs dealing with educational technology, research and assessment ([see Appendix 5](#)):

“Each year as I get ready to teach my Distance Learning courses I seek out online tutorials and information-rich sites to assist my students in becoming effective online instructors. When I ran across Learning to Teach Online I was delighted to find such a high quality program that addressed the most salient issues in the field. So thank you again for this valuable resource that not only



provides high quality information, but also connects my students with your university on the other side of the globe.”
(Dr Cheri A. Toledo, Associate Professor – Educational Technology, Illinois State University, USA).

The quote below from the University of Wisconsin Stout’s Facebook group in the USA <http://on.fb.me/j17iFS> is another indication of global adoption of the resources:

“I’ve looked at quite a few of your videos and I’ll be linking to them in my online classes. Australia has always been a leader in Distance Education, so I was very pleased to come across your work.”

This additional example of Facebook commentary from the EducatorsResources group <http://on.fb.me/k0T46P>, is indicative of the desire for more resources focusing on the challenges in other educational sectors:

Thanks Simon! Really great videos, especially the case study on using Second Life in the classroom. - I noticed most (if not all?) of the case studies were at the university level, do you have any at the high school level? Thanks!”

The resources have also been linked to from a range of university websites, and have been integrated into several existing educational or professional development programs or initiatives (see *Integration of resources into existing educational and professional development programs*, page 42). The episodes have even been used in countries where English is a second language; one particular example being the IEFP, Instituto Do Emprego E Formação Profissional (Portugal) <http://bit.ly/iup04X>, which offers a range of online programs in employment and vocational training.

Dissemination

Dissemination strategy

Effective dissemination forms the backbone of Learning to Teach Online, and was a prime consideration from the very conception of the project.

The previously discussed technical infrastructure for the project was designed around the notion of integrating a wide range of social media dissemination tools into the Learning to Teach Online website (see *Programming and infrastructure development*, page 13). This enabled visitors to the website to easily and quickly share information with colleagues or friends, thus alleviating the need for all promotion to always originate from the project team. This ‘viral spread’, allowed information to reach a larger number and greater diversity of people.

Using dissemination to create awareness and anticipation

Due to the vast amount of time required to develop the technical dissemination infrastructure, plan the episodes, recruit the interviewees, complete the filming and editing and write the PDF documents, the first episodes were only published during the final year of the 2 year project.

Therefore, it was vitally important not only to disseminate the episodes themselves when they were available, but firstly to communicate the concept, relevance and



need for the project to the educational community before any episodes were released, in order to create a receptive audience. As soon as the project website was completed, months before there were any episodes produced, the project team began a regular campaign of promotion. The focus of this strategy was to create a sense of awareness and anticipation of the project within the wider education community.

Without any episode content to promote in the early stages, this was achieved by announcing milestones in the development of the project, such as who was recently interviewed, where the team was travelling to, appeals for feedback or ideas for content etc. The team facilitated this level of promotion by employing several strategies such as:

- Using the news feature of the website, which users were able to subscribe to via Really Simple Syndication (RSS) technology.
- Filming one of the presentations given about the aims of the project at a seminar, and posting it to YouTube <http://youtu.be/EV0seCCJITk>.
- Conducting interviews with the media about the aims and relevance of project.
- Consistently using social media such as Twitter, Facebook, and LinkedIn to engage and enthuse teachers around the world about the project.
- Contacting Learning and Teaching units in different universities, introducing the project and asking for nominations of possible contributors.

Dissemination of the episodes

The dissemination of the episode content was designed to take place over several months, rather than all content being released simultaneously. This was due to the fact that a single release could only gain a relatively limited amount exposure, whereas episodes being released gradually meant that there was significantly more opportunity for promotion, thereby reaching more people over sustained periods of time. A more gradual release also allowed the project team to identify any emerging gaps or issues with the content via unsolicited feedback from users, and to incorporate any improvements into subsequent episodes.

The episode dissemination strategy (distinct from the strategy employed to create awareness of the project) was based upon the premise that a single website can only draw so much attention to itself. Users have to find the website by chance, web search, or a significant amount of promotion would have to be undertaken by the project team to constantly market the website. Even so, relying on limited avenues of more traditional, non-digital means of promotion would mean reaching perhaps one or two types of users who regularly used the media where the advertisement appeared.

Rather, the project team examined contemporary web 2.0 practice. Here information is not limited to a single existence in one online location. Rather, it can easily be exchanged among many websites, information services and even mobile devices. An examination of web 2.0 practice suggested that the best strategy was to disseminate the episodes as widely as possible into many different online formats and social media groups, in order to reach as many people as possible in a broad range of contexts. By taking the project into users' regularly frequented online spaces such as Twitter, Facebook, YouTube, and established online interest groups, larger numbers of more diverse users would become aware of the project,



and share it with other colleagues using the same social media technologies. Those interested in the project can then be directed back to the central information hub for the project, which is the Learning to Teach Online website (Figure 12).

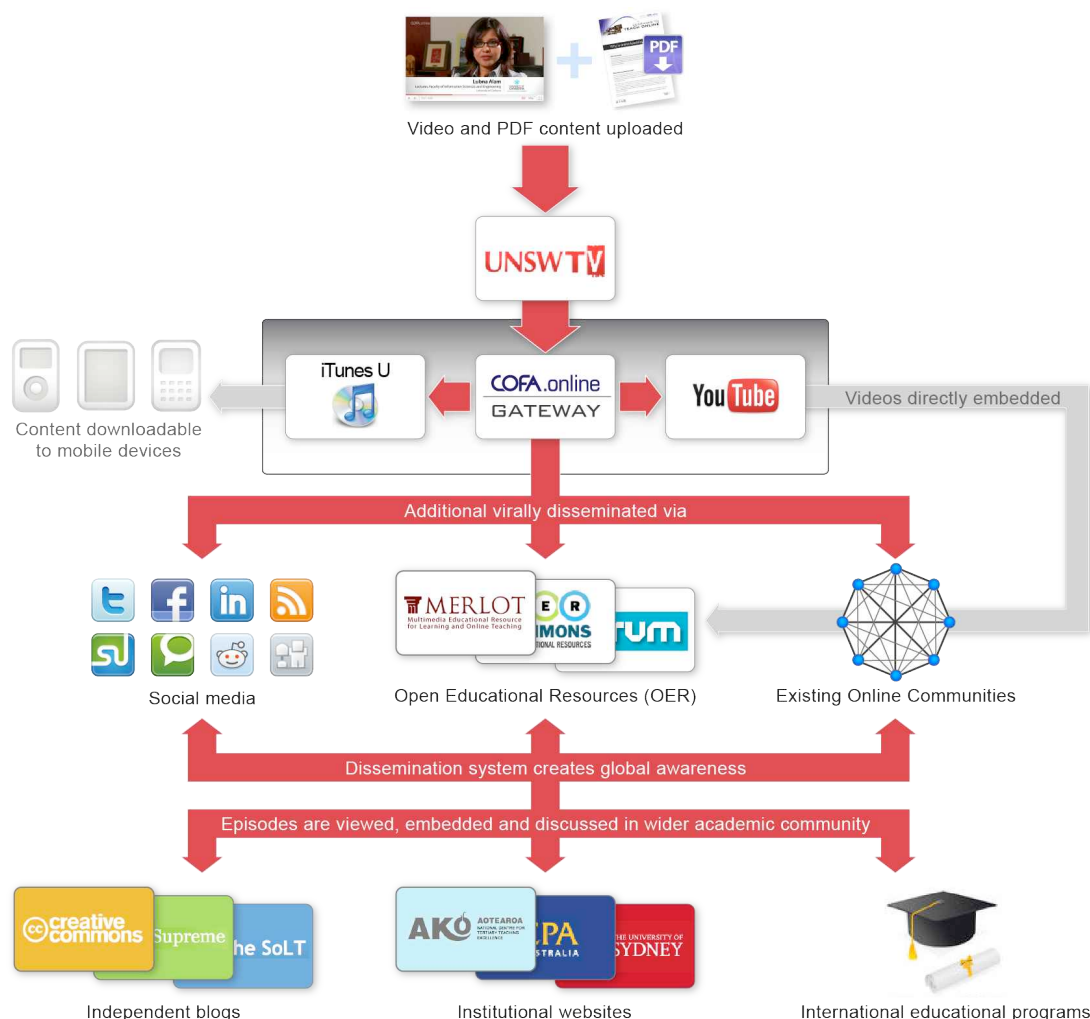


Figure 12. Diagrammatic representation of the project's integrated online dissemination system. Content directly uploaded to UNSW TV is pushed to the Learning to Teach Online website, iTunes U and YouTube channels. From here it is disseminated using a range of social media technologies, and content is embedded in existing online communities and OER.

The following mechanisms are used to fulfill this dissemination strategy:

1. Integrated online dissemination system. Content is uploaded once into UNSW TV, and is automatically pushed to populate the Learning to Teach Online website, iTunes U and YouTube. These are the only places where video content is hosted. However, videos from YouTube and the Learning to Teach Online website can be freely embedded in other websites by users.
2. Open Educational Resources (OER). OER are international websites created to share educational content donated by universities. Using such established networks provided a huge boost to the online profile and visibility of the project. Users from all over the world can link content into searchable OER databases, where it is available to a vast amount of educators globally. COFA Online has contributed the Learning to Teach Online project to several well renowned OER, which has resulted in 1081 unique visits so far by teachers to our website (statistics from Google Analytics). Episodes can be



found on the following international OER:

- MERLOT <http://www.merlot.org>. MERLOT is the 4th highest referrer of traffic to the website. As previously discussed MERLOT chose to peer review the project giving it 4 ½ stars out of 5 for quality and educational value (see [Appendix 5](#)).
 - OER Commons <http://bit.ly/lrTm8q>. This website has contributed the 6th highest number of visits to the project website over its duration.
 - Jorum <http://www.jorum.ac.uk>. This is a UK-only OER that made a special exception to allow the inclusion of the Learning to Teach Online resources in its database, due to their positive impression of the project.
 - Scribd <http://www.scribd.com>. Scribd is a document-sharing network. COFA Online has uploaded all of the PDF components of each episode into the database. As of 24 June 2011, 3,358 people have read the documents on this website.
3. Distribution of resources via existing online groups and organisations. As previously discussed, the online community aspect of the project did not meet expectations. Rather than trying to sustain our own independent community, a more effective approach was to share the episodes with existing online educational communities. The following select examples exemplify the type of online networks in which content was shared:
- Academia (413,000 members) <http://bit.ly/l4XITR>. This is a global network of educators who share research papers, interests and other information. The PDF components from each episode were uploaded to the personal profiles of the project leaders, and tagged so that they would be visible to many different interest groups within the community.
 - Classroom 2.0 (57,174 members) <http://www.classroom20.com>. This is a high profile and very active global education network populated by teachers from a wide range of education sectors.
4. Social media. The use of social media has been discussed previously. However it is important to note that there are 2 different ways that social media is used in the promotion process:
- Self-promotion. COFA Online used tools such as Twitter, Facebook, and LinkedIn extensively to promote the project. In fact Twitter was the 2nd highest referrer of visitors to the project website. This has taken considerable dedicated effort by the project team to maintain. Daily activity on social networks is essential if they are to be successful. However, the return in terms of international exposure has proven to be worth the effort.
 - Viral promotion. This is essentially what other people are saying about the project. The viral dissemination and reach of Learning to Teach Online has far exceeded expectations. Many teachers have written blogs about the project, have tweeted or commented in Facebook, thus continually expanding global awareness (see *National and international dissemination outcomes*, page 39). In addition, these unsolicited conversations are in fact a form of peer review that has earned the project a good reputation among teachers.
5. Stakeholders. Universities and interviewees who contributed to the project were emailed links to episodes in which they appeared, and asked to share the resources amongst colleagues and any educational networks they may be part of. While the reach of such localised dissemination was more limited



than the electronic mediums described above, it was able to reach those teachers who might not be technically skilled or engaged in using social media, and therefore might not have otherwise have become aware of the project. Supporting this supposition, evaluation data shows that 20.8 per cent of teachers who completed the Learning to Teach Online episode evaluation survey cited recommendations from colleagues as the reason for using the resource ([see Appendix 3](#)).

Two distinct effects of social media dissemination

It is important to identify two distinct effects from using social media to disseminate Learning to Teach Online. Considering that a component of the project's target audience are teachers who may not be very familiar or skilled with using technology, it may seem incongruent that such a strong emphasis was placed upon using social media and other electronic forms as the dominant means of dissemination. However, the short term yet far reaching effects of using social media, can spark more long term, localised adoption and re-dissemination of information in dispersed locations (as described in the preceding paragraph).

Short-term impact, international spread

Using online media is a short term, high maintenance form of dissemination. Such forms of dissemination have the benefit of being able to share information extremely quickly to a large number of people around the world. However those receiving the message are usually those with existing skills in using technology. In addition, the effect of this rapid spread is relatively short lived. If a post is made about the project using social media, an influx of traffic to the website usually occurs, with the number of visits rapidly trailing off within a short amount of time. Social media is a high volume system, meaning the lifespan of a message posted is relatively short.

While using social media and other online systems will certainly reach those teachers already comfortable with using technology, it is also important to remember that being familiar with technology does not mean that one inherently understands how to teach online effectively. This was a crucial consideration in the design of the episode content. It had to both appeal to beginners and those with existing levels of technical competence. Of the teachers who completed the Learning to Teach Online episode evaluation with 2 or more years experience, 50 per cent reported that the episodes validated their current practice, but also that they developed a better understanding of online teaching, and were motivated to try something new ([see Appendix 3](#)).

Long-term impact, local embedding

Social media has spread awareness of the project over long distances, and the message has taken root in several national and international locations. There is an increasing amount of educators around the world who have begun using the resources as part of their own programs (see *Integration of resources into existing educational and professional development programs*, page 42). In addition, several institutions have provided links to the project as part of their learning and teaching support for staff. These people would have initially become aware of the project via colleagues' or their own use of social media.

Having the resources embedded in face-to-face programs enables the resources to reach those less familiar with online technology and online teaching. By using social media to cast the net widely, it has yielded a higher number of instances of the resources being used in more traditional educational contexts. This trend is



beginning to become apparent in data collected about how users discovered the project (Figure 13). Having the episodes embedded in existing face-to-face and online educational and professional development programs is a long term, low maintenance form of dissemination, that will greatly add to the longevity of the project due to the resources being used repeatedly from semester to semester.

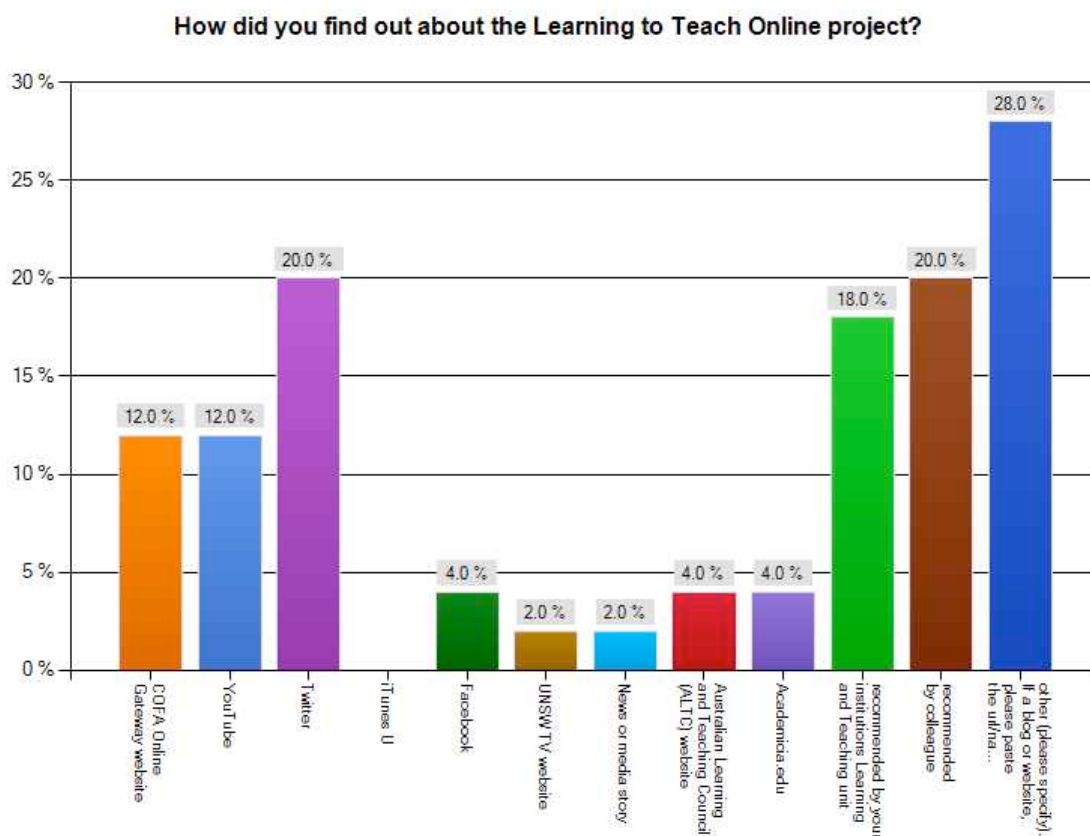


Figure 13. Graph identifying how users of the resource who completed the online survey discovered Learning to Teach Online. Over 50 per cent of users who completed the survey discovered the project via social media, whereas 18 per cent were informed by their institution's Learning and Teaching unit. An additional 20 per cent of respondents had the project recommended to them face-to-face by a colleague ([see Appendix 3](#)).

While the more immediate effects of the social media distribution will inevitably fall off in intensity over time, the sustained use of the resources embedded within different institutions' own educational or professional development programs will continue to reach a growing number of teachers previously unfamiliar with online teaching.

National and international dissemination outcomes

The outcomes of this dissemination strategy resulted in the following measurable outcomes.

Global dissemination via Twitter

Twitter has been discussed several times in this report as being one of the main



web 2.0 technologies used to promote viral dissemination of the project. The following link contains a list of the 372 Twitter users who have broadcast information about the project to their respective follower networks to date <http://bit.ly/kVRGws>. COFA Online currently has 1108 followers in 34 countries worldwide (Figure 14). Each of these users has the potential to have hundreds or thousands of followers of their own, meaning messages about the project that they send have enormous potential to reach ever-increasing numbers of people.



Figure 14. Locations of the 1108 Twitter users who follow COFA Online: Australia, Africa, Belgium, Brazil, Canada, China, Denmark, Dominican Republic, Egypt, Finland, France, Germany, Holland, India, Ireland, Italy, Japan, Mexico, Netherlands, New Zealand, North America, Norway, Philippines, Portugal, Puerto Rico, Russia, Serbia, Singapore, Spain, Sweden, Switzerland, United Kingdom, Ukraine, and the United Arab Emirates. (Image created from mapmyfollowers.com)

Redistribution of the episodes via educational blogs

As far as the project team could ascertain through Internet searches and use of Google Analytics, at the time of writing this report, the project has appeared in 36 different education-related blogs around the world. These appearances were unsolicited, and are a good example of the positive effect of viral promotion afforded by web 2.0 technologies. Some of these blogs are attached to educational institutions or groups, and some are by individual teachers in different countries and disciplines. Below are a number of examples:

- **Pamela's research blog** (Australia) <http://bit.ly/m3bmnb>. A well considered review of the significance of the project in the contemporary educational landscape.
- **Creative Commons Australia** <http://bit.ly/jFHqr3>. Creative Commons embedded both the video and PDF components of the case study about creative commons use in education <http://bit.ly/gZXd6p> in their official blog. In addition, Creative Commons organisations around the world tweeted about this episode to their own follower networks.
- **LindyKlein.com** (Australia) <http://bit.ly/jqL4B7>. The author of this blog post captures the collegial intention of the episodes in her review.
- **EDJUDO** (UK) <http://bit.ly/gvvUE0>. This educational blog for high school teachers posted a description and links to several episodes. In addition a teacher posted the following comment after the article:



“Thanks for producing such great, free, thought provoking videos. I’m only starting to experiment with including online learning into my lessons and the UNSW/COFA website is helping me reflect on what I’m doing and the direction I want to move toward. Keep up the good work.”

- **Learning Supreme** (UK) <http://bit.ly/jgBq8j>. The author of this blog embedded an episode in the blog post and provided a summarised account of the key points.
- **Pass the SoLT** (New Zealand) <http://bit.ly/l4b6hX>. Professor Mark Brown from Massey University Embedded videos, promoted and reviewed the project in the university Learning and Teaching blog.

Links to or promotion of the resources by educational institutions

As previously identified, several institutions have promoted the project or specific resources as links on their learning and teaching websites and newsletters. This has greatly increased traffic to our website and exposure to the resources, and will capture more of the population that would not otherwise have become aware of the project via social media. It is also an endorsement of the perceived value, relevance and merit of the project by these institutions and individuals, which continues to strengthen the reputational capital for Learning to Teach Online.

At the time of this report, the project team had discovered links to the project by the following 22 institutions or organisations in 6 countries:

- **Ako Aotearoa, National Centre for Tertiary Teaching Excellence** (New Zealand)
Permanent web link on resources page <http://bit.ly/eobv29>
Promotion in newsletter
- **Antioch University** (USA)
Promoted project through Learning and Teaching Unit blog post <http://bit.ly/kLRMB9>
- **Beyond Distance Research Alliance, The University of Leicester** (UK)
Permanent web links and embedding of videos <http://bit.ly/mxPML0>
- **British Columbia University of Technology** (Canada)
Promoted project through Learning and Teaching Unit blog post <http://bit.ly/ixAN5w>
- **Cape Breton University** (Canada)
Permanent web link on Learning and Teaching resources page <http://tlc.cbu.ca/node/4>
- **CPA Australia, global Chartered Accountant network** (Australia)
Permanent link on academic resource page <http://bit.ly/mJFBZN>
- **Commonwealth of Learning** (Canada and other Commonwealth nations)
Promotion in online newsletter <http://bit.ly/j1IBBC>
- **Dalhousie University** (Canada)
An example of episodes reaching across disciplines. The Online Lectures episode (Chemistry) being referred to in the context of Medicine in the university blog <http://bit.ly/le3L1T>
- **Education Services Australia** (Australia)
Promotion in online newsletter <http://bit.ly/ld5f9w>



- **eLearning Europa, online European Commission teacher network** (European)
Embedded an episode in their community TV channel <http://bit.ly/keOFUm>
- **Govloop, online network for members of government** (USA)
Promoted and reviewed project through blog post <http://bit.ly/lsVdTN>
- **James Cook University** (Australia)
Promotion of project via a link on the Learning and Teaching website
- **Learning in Networks of Knowledge website** (Australia)
Embedded several videos throughout site, eg <http://bit.ly/lFd4NJ>
- **Medicles** (UK)
Embedded Creative Commons episode <http://bit.ly/lgemW5>
- **Queens University, Faculty of Arts and Science** (UK)
Permanent link on the Technology in Teaching and Learning news page <http://bit.ly/jl882Z>
Permanent link on academic resources page <http://bit.ly/lhFjwD>
- **The University of Adelaide** (Australia)
Permanent link on DVC Academic's Best Practice resource page <http://bit.ly/jlC16l>
- **The University of Queensland** (Australia)
Promoted project with a link and project description on the blackboard resources page
- **The University of New South Wales** (Australia)
Permanent link to project on the Australian Defense Force Academy (ADFA) Library website <http://bit.ly/jj08Q2>
Permanent link on the front page of the UNSW Technology Enabled Learning and Teaching (TELT) Gateway website <http://telt.unsw.edu.au>
- **The University of Sydney** (Australia)
Published a news story on the Faculty of Education and Social work website <http://bit.ly/j0HF6b>
- **University of Wollongong** (Australia)
Embedded several videos and promoted project in blog posts, eg <http://bit.ly/moV68q>
- **Web 2.0 Edu, online educational network** (USA)
Embedded video and promoted project through blog post <http://bit.ly/iB6PVR>
- **Yavapai Community College** (USA)
Permanent link on Teaching and eLearning Support (TeLs) page <http://bit.ly/jY0awm>

Integration of resources into existing educational and professional development programs

To date the project team has been able to identify 14 institutions in 5 countries that are using the project resources to support their existing professional development programs for educators. This type of institutional use of the resources will add considerably to the project's longevity and wider reaching impact over the next couple of years, as the resources will be reused in successive iterations of the courses and programs. Similar use of the resources is continually being discovered, and it is expected that this will continue to grow in the short and medium term future.

The following list includes those institutions that the project team is aware of, but it is likely that several other institutions may also be using the resources within password



protected learning environments:

- **IEFP, Instituto Do Emprego E Formação Profissional** (Portugal) - *Found via Google Analytics. Behind password protection.*
Employment and Vocational training online programs <http://bit.ly/iup04X>
- **Illinois State University** (USA) - *Notified via email (see Appendix 5).*
Doctoral classes in the area of Educational Technology, research, and assessment
- **Integrating Technology for Active Lifelong Learning, Non-profit education** (USA) *Found via Google Analytics.*
Free Moodle for Teachers (M4t) online workshops <http://bit.ly/kLeJ1x>
- **Nottingham Trent University** (UK) - *Notified via email.*
Resources embedded within staff training program
- **Open University** (UK) - *Notified via email.*
Master of Arts in Online & Distance Education
- **Swinburne University** (Australia) - *Notified via email (see Appendix 5).*
Grad Cert L&T program
- **TAFE South Australia** (Australia) - *Notified via email (see Appendix 5).*
Women's education program
- **The University of Birmingham** (UK) - *Notified via email.*
Delivering Online Distance Learning (DODL) <http://bit.ly/k3GQvb>
- **The University of Sydney** (Australia) - *Notified via email.*
Faculty of Economics and Business blended learning training program
- **Think Education Group** (Australia) - *Notified via letter (see Appendix 5).*
Think Flexible professional development program
- **University of Ballarat** (Australia) - *Found via Google Analytics. Behind password protection.*
The exact use of the episodes has not been determined due to them being used within a password protected environment.
- **University of Wisconsin-Stout** (USA) - *Notified via Facebook.*
E-Learning and Online Teaching Graduate Certificate
E-Learning for Educators class
E-Learning Practicum
- **Victoria University of Wellington** (New Zealand) - *Found via Google Analytics. Behind password protection.*
The exact use of the episodes has not been determined due to them being used within a password protected environment.
- **Walden University** (USA) - *Notified via email*
Walden Distance Learning course



Linkages

Links between Learning to Teach Online and other ALTC projects

This project has specifically featured the work developed in the ALTC funded Active Learning in University Science (ALIUS) project <http://www.alius.edu.au> in the 'Using online lectures to support active learning' case study.

In addition, several Learning to Teach Online videos have been embedded as part of the Learning in Networks of Knowledge website, developed by Professor Matthew Allen as Part of his work as an ALTC Teaching Fellow <http://www.knowledgenetworklearning.net>.

There is significant potential for the Learning to Teach Online project to develop further linkages with existing ALTC projects if further funding were to be obtained to continue production.

Other disciplinary or interdisciplinary linkages

During the course of Learning to Teach Online, the project team has had the fortune to meet and work with a large number of teachers, technical and academic support staff in a wide range of disciplines and institutions. We have formed many informal, but close relationships with those involved in the project, which have the potential to develop into collaborative relationships in the future.

Additionally, there is opportunity for partnerships and linkages to develop with other institutions that are using the resources in their own educational programs. For example, a Learning Design Consultant in the College of Social Sciences at the University of Birmingham recently contacted the project team, wishing to discuss the possibility of collaborating on the production of similar resources for her institution ([see Appendix 5](#)).

Evaluation

Data collection

In order to be able to monitor performance and measure impact, it was important that a diverse range of quantitative and qualitative data were continually collected from several different sources during the development of the project. These data were triangulated and analysed for both formative evaluation at key points throughout the project, and the summative evaluation process.

Quantitative data

All quantitative data, as described below, was gathered electronically. Using a system especially designed by the project programmer, the disparate information about episode views from the first 4 sources described below is collated and displayed as a cohesive total on the project website.



Quantitative data included:

- **Learning to Teach Online website statistics from Google Analytics**
Google Analytics <http://www.google.com/analytics> is a free, powerful tool that collects data on all aspects of a website's use. This tool was embedded within the Learning to Teach Online website during its development. Number and duration of visits, page views, visitor location, and referring websites were some of the data that were collected for analysis. The number of episode views on the project website was calculated using this tool.
- **Google Alerts**
Google Alerts <http://www.google.com/alerts> enables automated daily searches of the Internet for specific phrases, with results collated and sent to an email address. COFA Online set up several such searches related to the project. It was through Google Alerts, that COFA Online was able to discover references to the project in blogs, institutional websites and some non-password protected educational programs.
- **Statistics from iTunes U**
Apple's iTunes regularly makes available statistics of use to institutional content managers. In the case of UNSW, only the Senior Manager of Technology Enabled Learning & Teaching at UNSW has access privileges for this information. Every week this person forwarded us statistical information about the number of views and downloads of the episode content from iTunes U.
- **YouTube Statistics**
Information was also gathered directly from YouTube about how many views the videos were receiving within the YouTube website, and from embedded videos in other websites.
- **SurveyMonkey**
SurveyMonkey <http://www.surveymonkey.net> is an online survey design, management and analysis tool. This was used to create and analyse two key surveys used in the project: the Pilot episode test survey, which was used for formative evaluation ([see Appendix 4](#)), and the Learning to Teach Online episode evaluation survey ([see Appendix 3](#)) which was used to gather evidence for summative purposes. The latter survey is still open and will continue to gather data indefinitely over the lifespan of the project. This tool gathered both quantitative data in the form of multiple-choice questions, and qualitative data in the form of open responses.

Qualitative data

While quantitative data were able to provide information about where and to what extent the project was being used, perhaps the most valuable data we received about the impact and relevance of the project came from solicited and unsolicited qualitative data.

Solicited qualitative data included:

- Open response sections within the Pilot episode test survey and Learning to Teach Online episode evaluation survey as described above.
- The open response sections of the External experts' review of a sample of the episodes ([see Appendix 1](#)).



Unsolicited qualitative data included:

- Emails from teachers using the resource ([see Appendix 5](#)).
- Letters from educational institutions or organisations ([see Appendix 5](#)).
- Reviews on independent blogs (see *Redistribution of the episodes via educational blogs*, page 40).
- Institutions linking to the project, or including in their own educational programs (see *Links to or promotion of the resources by educational institutions*, page 41).
- Messages on Twitter, Facebook and other social media platforms.

Formative evaluation process

Drawing upon the data gathered via the means described above, the formative evaluation process employed by the project team encompassed two different aspects of Learning to Teach Online's development, which are detailed below.

Internal management of the project

The various and complex components of the project as described in this report, necessitated regular self reflection by the project team in order to keep development on schedule, and to ensure that the project would succeed in meeting its goals.

The Independent Project Evaluator that COFA Online chose to work with was able to provide strong and experienced guidance throughout this process, and was committed to mentoring the project team in the development of an effective formative evaluation strategy, which included:

- Regular online meetings with the project Advisory Panel.
- Regular meetings with the Independent Project Evaluator.
- Regular reference to, and updating of the IPL (see *Critical success factors for the project*, page 28).
- Self-reflection of the strategies utilised by the project management team.

Several critical issues arose during development that required re-evaluation of the management strategy and practical approaches within the project (see *Critical success factors for the project*, page 28). Without constant formative evaluation, the project team would not have been able to respond and adapt to these challenges.

Structure of the episodes

Episodes were released gradually over a period of 8 months. During this time, various refinements were made to the format of the episodes and the Learning to Teach Online website in response to formative evaluation based on feedback from the following sources:

- **Pilot episode test survey**
Prior to the first episodes being publically released, in August 2010 the project team organised for a sample of 5 nearly completed episodes to be



reviewed by 22 academic staff in 14 different disciplines from 8 Australian universities. The participants' responses to the length, format and content of the videos and PDF documents were subject to serious consideration taking into account the time poor nature of the teachers who would be viewing them. The feedback from this focus group helped to determine an optimum format, which was applied to all published videos and PDF documents. A summary of the results and recommendations of this survey are attached to this report ([see Appendix 4](#)).

- **Suggestions from users**

Some users of the resources contacted us directly with suggestions for episode format and content, and for the project website. One example of an improvement made to the website as a direct result of user feedback was to redesign a more obvious button to download the related PDF document for each episode because the existing button was small and often overlooked.

- **Self-reflection**

The project team was also involved in constant self-reflection about the content of the project throughout the development stage. Care was taken to ensure consistency in the format of videos and PDF document, and each episode was carefully scrutinised at several stages of the editing process to ensure the best possible result. An example of this self-reflection is that introductions by the project team were added to the beginning of each video. This was because during testing, it was noticed users sometimes stopped watching a video before the information they needed was discussed, due to the fact they were not aware of the key issues that were going to be covered.

Summative evaluation process

Following discussion with Learning and Teaching @ UNSW and Associate Professor Peter Hutchings of the ALTC, the project team decided to write an Independent Evaluator Brief in preparation for hiring an evaluator for the project ([see Appendix 2](#)). The online ALTC resource, 'ALTC Grants Scheme - Evaluating Projects' <http://bit.ly/kXiEgA> was invaluable in developing this brief.

It was decided to advertise the position, so that the project team would be in a position to choose the best candidate based upon their experience. It was important to the project team that the independent evaluator not only provide a summative evaluation that satisfy the requirements of the ALTC, but also be capable of providing guidance and support for the development of formative evaluation strategies that could be applied throughout the project to help improve the final outcomes. Patrick Boyle, Consultant & Director of Q Associates was selected for this role due to his extensive experience and holistic approach towards evaluation.

The project team met regularly over the duration of the project with Mr Boyle, and were also requested to complete several questionnaires and reports that were used to collect data for the purposes of the summative evaluation. In addition, the Independent Project Evaluator organised his own external review of a sample of the episodes. This involved leaders in the educational disciplines of management, corporate communication and learning, information technology, marketing, medicine, music education and science. The review included a number of likert scale questions and also qualitative open response questions.

The results of this independent external evaluation of the project were incredibly positive. A full description of the review can be found in the independent evaluator's summative report attached to this document ([see Appendix 1](#)).



Evaluation outcomes

The report thus far has already given an indication of the impact and widespread use of the project in different educational sectors around the world. This section of the report examines a selection of the summative data collected via COFA Online's Learning to Teach Online episode evaluation survey. It is also strongly recommended the information presented below be considered in conjunction with the independent evaluator's final report of the project ([see Appendix 1](#)).

Learning to Teach Online episode evaluation survey summary

As of 24 June 2011, 59 people representing 24 different disciplines had completed COFA Online's online survey. The primary aim of this instrument was to assess the project practicalities, pedagogical merits and perceived relevance and value of the project amongst those who were using the episodes. The results of the survey were overwhelmingly positive, with nearly all responses to multiple choice questions about aspects of the project being in the strongly agree and agree categories. While the survey represents a very small percentage of the total number of users of the project, given the wide range of disciplines and locations are represented in the sample, the project team believes it provides a good indication of the larger community of teachers using the resource. The emerging trends from these survey data also align with the evidence of impact previously discussed in this report.

Project practicalities

The practicalities of the project were assessed, including the format of the videos and PDF documents' effectiveness for engaging the viewer and effectively conveying information (Figure 15). 96 per cent of respondents agreed or strongly agreed that the format of the videos and PDF documents were effective for this purpose.

The following comments from the survey are also indicative of the success of the episode format and content:

"I'm always interested in video that provides a thoughtful overview of any Online Teaching and Learning Process. These resources are far superior to what is typically found on YouTube. I'm actively promoting the home website for COFA Online via my university resources and global social networks."
(Anonymous)

"As a professor assigned to our Centre for Academic Excellence with responsibility for Professional Development for teaching and learning I am constantly searching for resources. While there is no shortage of resources, excellent ones are hard to find I am currently designing workshops for faculty interested in teaching blended or hybrid courses - I plan to link to these and to share these videos and pdf files with our faculty here at Seneca - even though designed for fully online they are relevant to the broad spectrum of blended learning."
(Anonymous)

"I am looking for resources and models to support faculty in our institution. I am very impressed by the model you have developed. Thank you for creating such a great resource!"
(Anonymous)



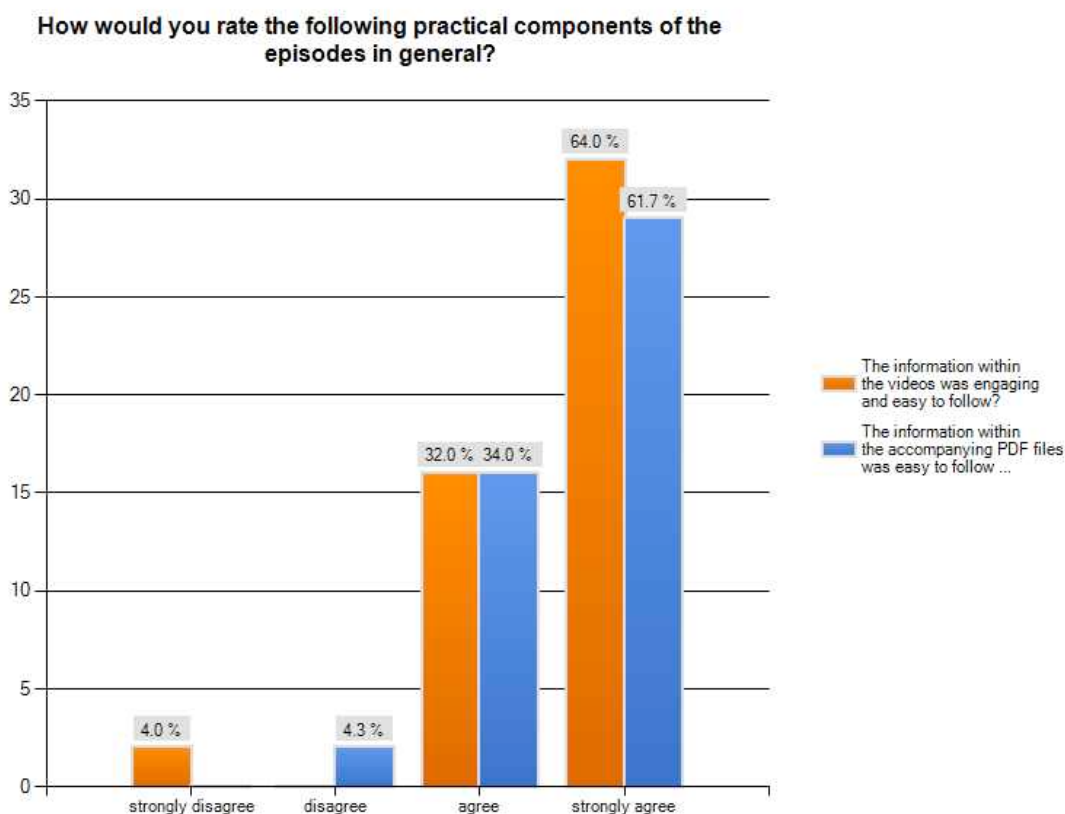


Figure 15. Graph depicting the effectiveness of the video and PDF episode components in engaging the audience and conveying critical information. Learning to Teach Online episode evaluation survey (see [Appendix 3](#)).

Pedagogical merit

The pedagogical merit of the episodes was rated extremely highly in the survey, with 100 per cent of respondents agreeing or strongly agreeing that the content, strategies and ideas featured in the episodes (videos and PDFs) were valuable and relevant. In addition 97.8 per cent of respondents agreed or strongly agreed that the resources and links in the episode PDF documents were useful as a starting point for additional information, reading and/or research (Figure 16).

The following are a sample of comments about the pedagogical merit of the project from the survey:

“The resources that I've viewed have a good balance between student learning and other educational concerns, staff concerns and practicalities”.
(Anonymous)

“I'm an e-learning professional. Although there was nothing new as such, the quality of the presentation and the bonus of pdf materials is very appreciated. I also feel that this work has excellent academic credibility and will be very valuable when it comes to training university staff.”
(Anonymous)

“The learning resource provided really interesting and accessible information about the possibilities of online teaching - as well as currently developing a resource I am involved in the review of our university's distance learning program and see the COFA resource as a valuable source of information for this review.”
(Anonymous)



“There were many interesting points made throughout the information I have observed. I agree with many thoughts these professionals speak of on different topics. Thank you for providing this. As a young adult coming into the world, information like this is very useful indeed.”
(Anonymous)

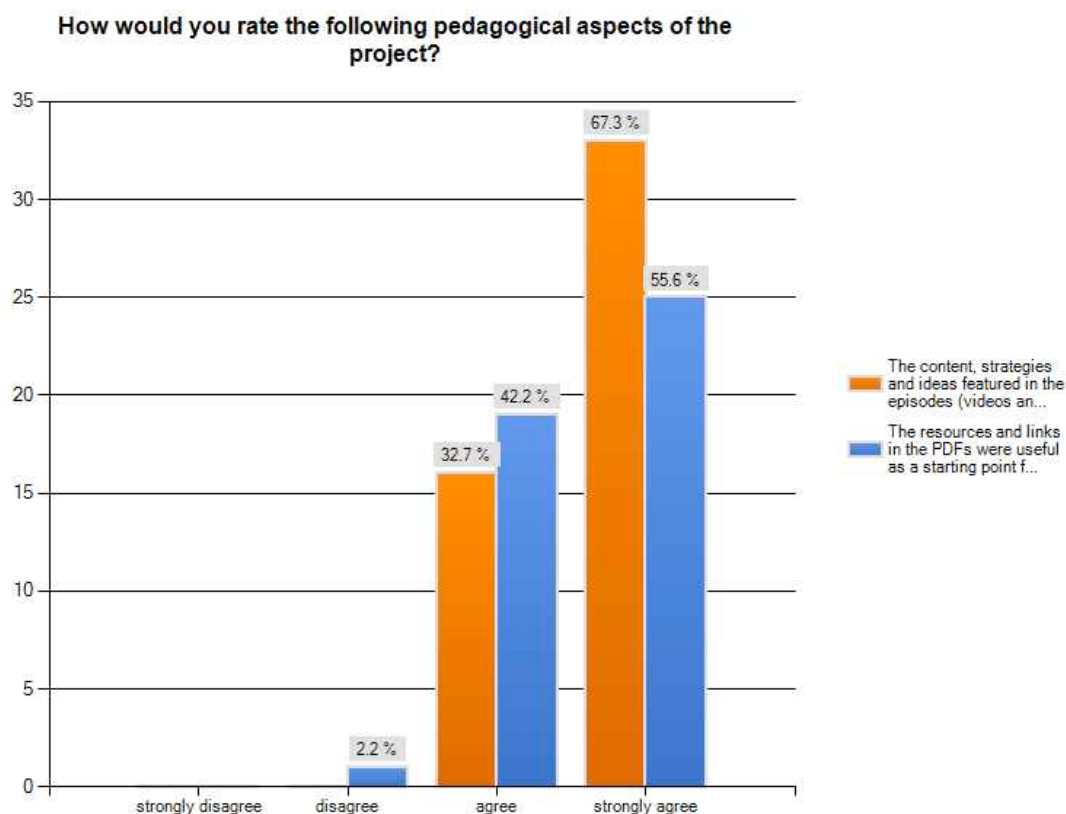


Figure 16. Graph depicting the users opinion of the pedagogical qualities of the episodes, and the links and references provided in the PDF documents. Learning to Teach Online episode evaluation survey ([see Appendix 3](#)).

The graph below illustrates why the respondents to the survey thought that the project was valuable as a learning resource (Figure 17). Of note is the fact that no respondents believed the project not to be valuable. 54.2 per cent of users said that the resource validated the online teaching practices that teachers were already undertaking. This is in line with the previously discussed fact that at this stage in the dissemination of the project, it has reached a higher proportion of users with existing technical skills via social media (see *Two distinct effects of social media dissemination*, page 38). The fact that the project is increasingly being used in more educational or professional development programs should see this figure reduce over time. Of significant note is that 54.2 per cent of users said that they had developed a better understanding of online teaching, and 37.5 per cent of respondents reported that the project inspired them to try something new because of the project.



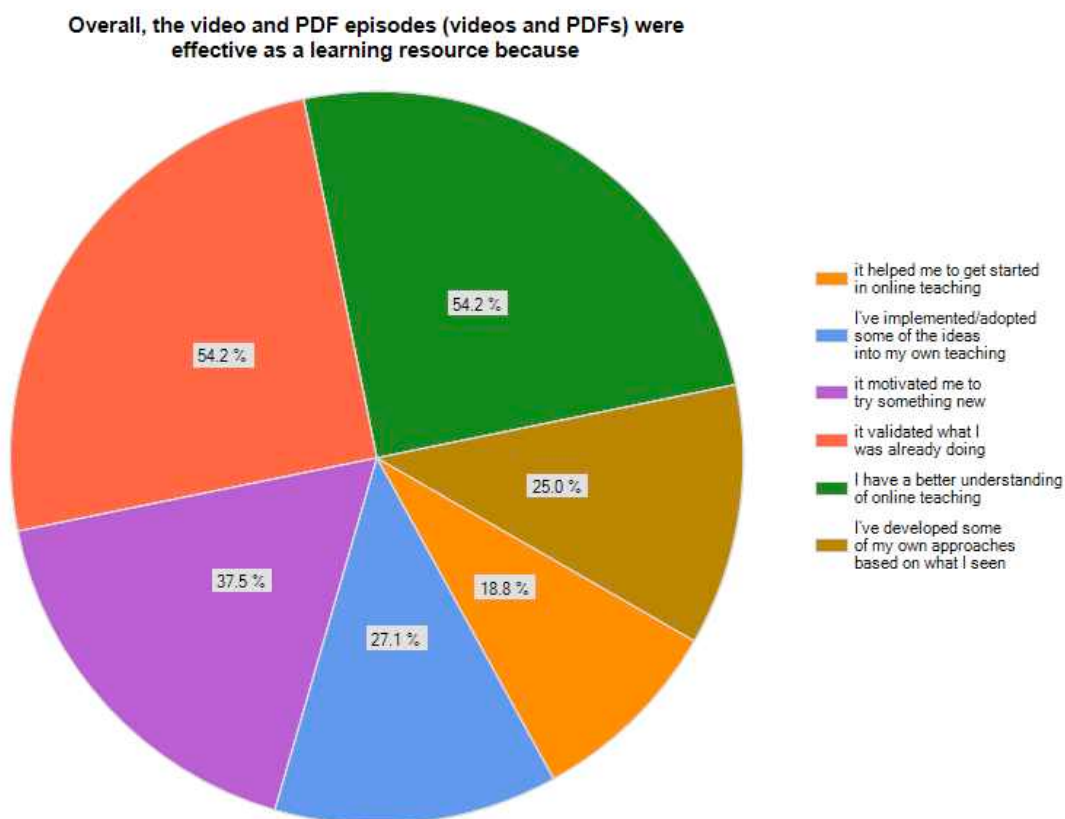


Figure 17. Graph illustrating the effect episodes had upon those who used them. Learning to Teach Online episode evaluation survey ([see Appendix 3](#)).

Perceived relevance and value

The survey also evaluated the perceived relevance and value of the project. The results of this component of the survey were particularly significant given that one of the project aims was to design resources that were equally useful in a wide range of disciplines and teaching scenarios. The graph below indicates that in this respect the project was particularly successful (Figure 18).

The following are comments from the survey about the relevance and value of the resource:

"I've known for sometime that Australia is a leader in distance education. I appreciate the polished expertise of COFA and their efforts to use social media to spread the word about this resource. I'll highly recommend it to my colleagues around the world!"
(Anonymous)

"Seeing how things were done elsewhere, and adopting features of other projects to further our own. Even the idea that others out there were having the same ideas and difficulties is encouraging to keep working at improving our own work..."
(Anonymous)

"Up to the minute information on technology and e-learning concepts presented from multiple points of view."
(Anonymous)



“It's here, it's FREE information I have access too, and I don't have to travel around the world to get this valid, professional, and updated research that is still growing as I write...”
(Anonymous)

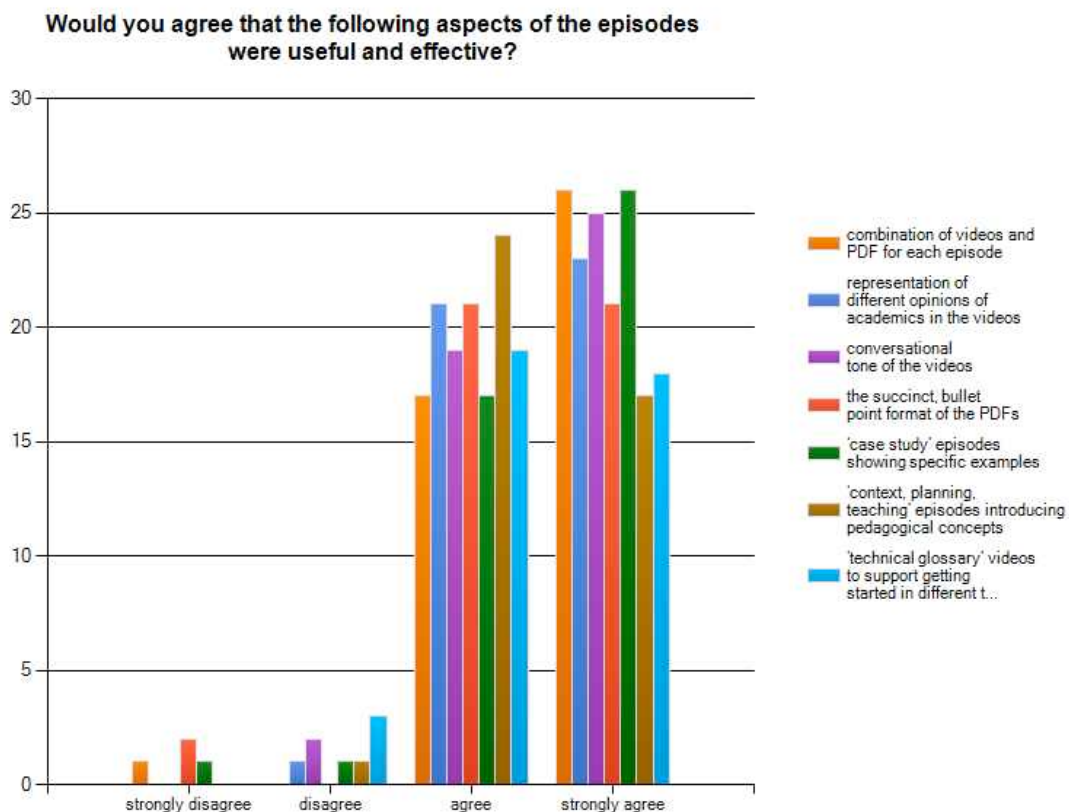


Figure 18. Graph illustrating perceived value and relevance of the episodes. Learning to Teach Online episode evaluation survey ([see Appendix 3](#)).

Evaluation outcomes summary

The evidence gathered during the project clearly indicates that the Learning to Teach Online project has clearly demonstrated high levels of success in terms of dissemination, adoption and applicability to a wide range of different teaching scenarios. It is hoped that this will continue into the future as the project team continues to implement the dissemination strategy, and the viral spread of the project increases.



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Appendices

Appendix 1 Final report of the external evaluation



Learning to Teach Online:
***Developing high quality video and text resources to help
educators teach online***

An ALTC Funded Project

Led from the College of Fine Arts
The University of New South Wales (UNSW)
Sydney, Australia

Final Report of the External Evaluation

Patrick Boyle
Director and Consultant, Q Associates
External Evaluator

June 2011

Contents

Executive Summary	3
Acknowledgments	3
Project description and context	4
Evaluation approach	6
Evaluation methods and information	8
Conclusions referenced to guiding evaluation questions	14
Overall conclusion	18
Appendix 1: Project internal evaluation summary template	20
Appendix 2: Quality criteria for external review of Episodes	22

Executive Summary

My experience in Australia and elsewhere has resulted in detailed knowledge of a wide range of substantial projects that had educational innovation or development goals. Using this as a reference frame, the *Learning to Teach Online Project* is unquestionably an exemplar of its kind. With a limited budget, given its goals and challenges, and only a 2 years timeframe, this ALTC funded initiative achieved extraordinary results. The Project is also the best example of an initiative I have experienced for demonstrating the kind of positive impact that the ALTC has been making on Australian higher education through its project grants.

There is clear evidence of the very high quality and utility value of the Project's principal outcome, a coherent set of 32 online "Episodes" to support professional development for educators in online teaching. This evidence includes: data from a systematic external review of a sample of the Episodes which I directed and which hinged on detailed feedback from experts external to the Project; and a large amount of unsolicited feedback from people and organizations outside the Project that have reviewed or used the resources that it has developed.

The Project achieved many very positive results. In broad terms, the following are highlights.

- 1) A comprehensive and high quality suite of online Episodes to support enhancement of educators' online teaching capabilities.
- 2) Significant positive impacts (already) on a large number of educators in Australia and internationally. Positive interest and buy-in (including explicit uptake) have been growing rapidly, even before the end of the Project – a rare result.
- 3) A creative and highly effective online/social media focused dissemination strategy, which emphasized knowledge and resource sharing and openness to critique. This was a key factor behind the early impact effects identified above.

The extraordinary demonstrable achievements of the LTTO Project are the main indicators of its success. The achievement of early and considerable uptake of ideas and resources for improving practice, during the life of a project like this and well beyond its local domain, is regarded internationally as an unusual and highly prized result.

The key causal factor of the Project's success was the excellent leadership and management provided by Simon McIntyre and Karin Watson, College of Fine Arts (COFA), University of New South Wales. Based on my experience of project leadership internationally they have demonstrated outstanding talents and professionalism.

Acknowledgements

Although I didn't work directly with them, the people who worked hard and creatively to produce the Project's online resources deserve special acknowledgement. Similarly, without the time, effort and good will of those who participated in interviews or in other ways to enable good content development the Project would not have succeeded as it did.

My special thanks go to the experts who gave their valuable time to carry out the external review the Episodes. All were senior and busy leaders or professionals in their academic or corporate fields and I was very fortunate to receive their assistance.

Caveat

External evaluators can rarely develop the depth of knowledge about a project that those engaged deeply with its work have. In the case of the LTTO Project there was the added factor of its extraordinary speed of emergence (e.g. new materials, reviews or other data becoming available almost by the day). This report is global and summative in nature, so in general it is not meant to be concerned with fine details or nuances of the Project. Accordingly, I may well have missed details or described aspects of it with some inaccuracy or drawn conclusions that can be disputed.

1. Project Description and Context

The overall description and context of projects, particularly complex ones, are not usually evaluative per se. However, they can be important for framing and making more sense of a project's evaluation.

I have left detailed description of the LTTO Project to the Project leadership team and the Final Report to the ALTC. For evaluation purposes I provide a limited description based mainly on the Project's objectives and a synopsis of my reading of the overall strategy adopted to address them. Objectives provide an important reference line for evaluation, as project success is almost always judged significantly on the basis of a comparison between actual achievements and intentions.

The context of a project can also be important for enriching its description. It helps with evaluation too because it provides a background, which often includes the significant drivers or antecedents of a project and/or factors that might facilitate or inhibit its success. Knowledge of context is valuable for making interpretations and judgments about relative success, including the merit of the *work done* to achieve certain outcomes, not just the merit of the outcomes.

1.1 Goal and objectives

The overall goal of the Project was to develop and disseminate well designed, practical, easy to apply and pedagogy-focused digital professional development resources which will be helpful for enhancing users' online teaching capability.

The main objectives of the Project were as follows.

- 1) To assist educators in developing the specific knowledge, analytical, planning and online teaching skills they require to confidently integrate sustainable and effective online teaching practice and assessment into existing curricula.
- 2) To establish an active, global and diverse online community of practice and scholarship specific to online learning, that will help foster a positive strategic change in online teaching practice and attitude across institutions in a broad range of disciplines ultimately improving the student online learning experience.
- 3) To widely disseminate online pedagogy training material through free electronic distribution mediums - that is easy to apply, flexible, practical, portable, and modular.

The intended online suite of “Episodes” (originally to be 25-30), each having video and PDF components, was to be the principal outcome/deliverable of the Project and also the key element for facilitating achievement of its three main objectives.

1.2 Context of the LTTO Project

In the relatively short history of teaching and learning online, educators, learners and educational developers have faced many challenges. From the perspective of educational developers and technologists in particular, these have included:

- the need to develop and demonstrate the merit and practicality of ways of teaching and learning online;
- increasing pressure within universities and other educational providers to implement more diverse ways for students to learn and engage in their studies;
- changing the perceptions of university academics and other educators who often view online teaching and learning as a practice change challenge, or as an inferior way to enable teaching and learning; and
- demand for far better resources and means to support professional development for educators that enhances their online teaching capabilities and confidence.

Educational development projects concerned with teaching online have often had limited success. Key among the reasons for this has been their relative failure to devise the ideas, means and resources to *engage educators* in non-threatening ways and to illuminate a path for professional development which appears feasible and valuable.

An important contextual factor, given the Project’s objectives, was the compound condition of short timeframe (2 years) and small budget (less than \$250,000).

In brief, this was the backdrop for the LTTO Project.

1.3 Project Strategy

Having a clear overarching project strategy is always important for success, regardless of whether the strategy is simple or complex. Good strategy reflects wise consideration of context and the best ways to achieve the project objectives. The identification of *critical success factors* (for achieving objectives), as part of strategy formulation, is almost always a good idea. I often encourage project teams to develop some kind of *intended project logic*, which includes success factors, as a way of articulating or strengthening overall strategy. Knowledge of project strategy is important for evaluation, both formative and summative.

The foundation strategy for the LTTO Project was clear. It can be summarized by the following elements, most of which can be viewed as success factors.

- 1) Have a very small, single institution and hands-on Project leadership team
- 2) Develop and maintain positive relationships with a wider group of people who would contribute important input and services
- 3) Devise a clear project logic to help guide the Project’s implementation
- 4) Identify success factors, indicators and risks as part of the project logic
- 5) Use adaptive operational planning, particularly in relation to content development and the production process for video components

- 6) Ensure that the resources developed (including content) are demonstrably useful for people seeking to learn about online teaching, even for the first time
- 7) Avoid glorification of online teaching by ensuring that the resources developed reflect a balanced ('warts and all') perspective
- 8) Adopt highly effective dissemination strategy, including good two-way communication, effective use of social media and the gathering and use of evaluative feedback to improve outcomes in progress
- 9) Create a means for the suite of resources to evolve by adopting a modular approach to website development
- 10) Integrate evaluation and project monitoring into operations from the start

The more specific choices and methods used to do the work of the Project are described in the relevant Project reports.

2. Evaluation Approach

Reflecting the overall evaluation philosophy held by the Project leadership team, a decision was made to engage an external evaluator early in the life of the Project.

An impression I gained from the start was that the Project leadership wanted to take evaluation seriously and there was enthusiasm for what I call integrative evaluation. This is still a relatively rare perspective in many project contexts in Australia. Such a perspective can have many facets and nuances, but in general it holds that aspects of project implementation (what is done and how) can serve both project success goals and evaluation purposes. General examples of practices which reflect such an approach include:

- participative development of some kind of strategic blueprint for the project, such as an *intended project logic**, which links intents to enablers, including success factors and risk management (* which is often very different to typical project management plans);
- ongoing identification of stakeholders' (or users') values and needs and the use of what's learned to shape project success factors, processes and outcomes; and
- the continual creation of opportunities for users, people impacted and others to provide evaluative feedback on processes and stage outcomes and acting on this to enable improvement and greater buy-in.

2.1 Role of the External Evaluator

Following submission of a formal expression of interest aligned with the brief provided, I was appointed as the external evaluator in 2010.

My work in this role had both advisory and process aspects. The advisory role focused on evaluation strategy and methods as well as arms-length critical reflection in relation to aspects of the Project concerned with evaluation or closely related matters. General examples of this work included responding to elements of the intended project logic (e.g. success factors), which was developed early and under my guidance by the Project leadership, and proposing and helping to refine evaluation questions.

My evaluation process work was concerned largely with:

- assisting with the planning and development of evaluation activities
- gathering, reviewing and analyzing data of different kinds
- synthesizing information, learning and deriving conclusions
- communicating my findings and opinions at different stages
- writing external evaluation reports including this final report for the ALTC

2.2 Overall evaluation approach and emphases

Given the clear and concrete nature of the Project's goal and objectives there was no need for a complex evaluation strategy or set of methods. Its intent and primary values provided an excellent basis for identifying the overall emphases and purposes for evaluation and for developing clear evaluation questions (see section 2.3). It was decided that at the broadest level evaluation would be characterized as follows.

- Type/Emphasis: Outcomes and impact (achieved and potential)
- Purposes: Formative/learning and summative
- Key Dimensions: Merit (quality of outcomes) and perceived utility value
- Key Principles:
 - Stakeholder engagement and valuing of the Project;
 - Genuine respect for the values of likely users of outcomes (resources);
 - Effective dissemination;
 - Open critique/feedback; and
 - Continual improvement of processes and outcomes.

The resource constraints of the Project necessitated a pragmatic approach to evaluation. As is often the case, if resources and timeline conditions had been closer to the ideal, more time and energy could have been invested in richer and more sensitive evaluation methods. This need for a realistic approach was increased by the extraordinary production and 'hands-on doing' demands of the LTTO Project. Ultimately, the evaluation work done and the resulting effects on the Project were very effective.

2.3 Guiding Evaluation Questions (GEQs)

Focusing the evaluation, within this broader frame, was enabled by a set of *guiding evaluation questions* (GEQs). The primary purpose of these questions was to frame summative evaluation but they also provided a foundation for more precise formative evaluation and project monitoring. The GEQs were agreed following preliminary consultations and review of Project documentation.

The GEQs were set at a relatively high level. Their main purposes were to illuminate what was important for project success, guide the review of available data and evidence and provide a reference frame for drawing conclusions. They also helped to keep implementation focused and generate more precise questions for data gathering during the Project. In this case, they provided guidance for development of the Project Internal Evaluation Summaries (PIES) and other evaluation processes, including the external expert review and desk-based examinations of documentation and data.

Guiding Evaluation Questions

- 1) How valuable* are the web-based resources developed by the Project for enhancing online teaching and learning?

** As judged by important stakeholders, particularly those who have used or reviewed the resources.*

- 2) To what extent do the resources developed reflect current good pedagogical practice for further/higher education?
- 3) What levels of engagement with and uptake of the work/outcomes of the Project have been achieved across the Australian HE sector?
- 4) Are there unintended outcomes of the Project and how significant/valuable are they?
- 5) How effective was the overall strategy for achieving the Project's main objectives?
- 6) To what extent were the Project's main objectives achieved?
- 7) What was learned from the Project that is valuable for: (a) advancing the mission of enhancing online teaching and learning in further and higher education; and (b) improving the effectiveness of ALTC or other projects which aim to enhance learning and teaching practices?
- 8) How well was the Project led and managed?

As indicated in section 2.3 above, positive stakeholder perceptions of the value of the Project were important, so this needed to be considered in the summative evaluation. As this Project value/principle is implicit in a number of the GEQs (particularly GEQ1), the intention was to address it in this way.

3. Evaluation Methods and Information

There were essentially three main kinds of information which promised good levels of validity for the purpose of helping to answer the GEQs.

- 1) Material evidence of the outcomes of the Project (particularly the online suite of Episodes)
- 2) Perceptions and judgments (data) from well placed people concerning the merit (quality) and worth (value) of these outcomes and any related impacts
- 3) Judgments about the merits of the Project overall, including its leadership

3.1 Methods for information gathering

Essentially five methods were used to capture and/or review evaluative information.

- 1) Intended project logic (development): an early-days process for formative strategic review of the Project overall
- 2) Surveys: for formative and summative purposes, including an independent external review; using fixed (rating) and open-ended (individual voice) responses
- 3) Logging of salient unsolicited evaluative feedback: from emails, reviews, etc
- 4) Material outcomes/artifacts capture: e.g. observation and logging of Project materials (intended project logic; minutes; website elements)
- 5) Internal project evaluation summaries: essentially brief structured portfolios outlining achievements, evidence and challenges (submitted to the external evaluator at the end of year 1 and just prior to the end of the Project)

In addition to the more formal methods, the external evaluator role I had meant that I was in a good position to observe and record views on important aspects of the Project's leadership and management.

Some elaboration is warranted on three of the methods identified above. First, early in the life of the Project I worked with the Project leadership to review and develop a more explicit and refined intended project logic (IPL). While being a little late to serve a 'readiness evaluation' purpose, this formative process was valuable for improving Project strategy and providing guidance for ongoing evaluation.

Survey methods were used throughout the Project. Data for formative evaluation and learning purposes were gathered around important turning points, mainly via systematic surveys and distillation of salient messages from an increasing stream of unsolicited feedback (from across the World). Some of this information was useful as input to summative evaluation.

Towards the end of the Project a survey-based external review of a sample of the Episodes was conducted under my direction (see details below). This focused primarily on two important overall merit criteria for the Episodes; 'pedagogical quality' and 'likely utility value for professional development'.

The Project leadership also prepared and submitted to me two *internal project evaluation summaries* (IPES), one in June 2010 and the other in May 2011. These were based on templates and requirements I provided (see Appendix 1 for an example). Their main purpose was to enable the description of the most significant achievements of the Project (to date) and to point to the best available evidence that demonstrated these achievements, which I could examine.

3.2 Information used to help answer the GEQs

Using the methods identified above a range of information was derived and examined to help answer the GEQs.

3.2.1 Material evidence of major outcomes

While they encompass many more specific ones (e.g. records of interviews with experts and academics), for the purpose of summative evaluation I have chosen to highlight two major outcomes of the Project.

- 1) The Project Website incorporating the Episodes
- 2) Disseminations results

These are discussed further in section 4 where I address the GEQs directly. Here I simply cite some of the main evidence that demonstrates the achievement of these outcomes.

The LTTO Website and Episodes

The Project's online presence 'speaks for itself'. At the time of writing, a coherent suite of 32 Episodes had been produced, with each having both video and PDF components. The Episodes are openly available via the COFA Online website <http://bit.ly/7NV2tV> and they can be accessed in other ways (e.g. iTunes U site, <http://bit.ly/koX2os>; YouTube Channel, <http://bit.ly/iEQe35>).

Evident dissemination results

There is a wide and extraordinary range of results due to the Project's dissemination strategy. In brief these include:

- 50,000+ unique views of elements of the suite of Episodes from more than 100 countries;
- continuing viral dissemination of the Project's outcomes, mainly by users or reviewers, via Web 2.0 media (e.g. Twitter; Facebook; Blogs);
- unsolicited promotion of the Project's resources (including linking and referral) by external entities (based on review or use), including universities in several countries and respected associations (e.g. ASCILITE; MERLOT; Jorum);
- incorporation/use of resources in the professional development or learning programs of a growing number of universities and other organizations; and
- media interest (e.g. The Australian Newspaper (HES); Campus Review; EDNA)

3.2.2 Evidence of the merit/worth of the Project outcomes

The merit and value of the Project's main outcomes, particularly the suite of Episodes, are indicated clearly by perceptions data and observations from a number of well placed people and organizations.

Evaluative feedback during the Project

Both solicited and a large and expanding amount of unsolicited feedback received during the different stages of the Project, particularly in its second year, focused clearly on the quality and utility value of the Episodes as a set of resources.

Evaluative feedback on the Episodes was gathered via online survey continually during the Project. Aspects focused on included "practicalities" (e.g. length of videos),

“pedagogical merits” (e.g. sufficiency of guidance provided) and “perceived relevance and value” (e.g. professional development value for the educator). The feedback obtained in this way during the first year of the Project provided many helpful suggestions for improvement (e.g. particular videos need more screen shots; some PDFs need to focus more on tips and insights). However, the solicited feedback during this stage was largely positive as was the unsolicited feedback.

In the last 6 months of the Project (January to June 2011) both the solicited and unsolicited feedback obtained by the Project leadership was overwhelmingly positive. In my experience, the amount of unsolicited positive feedback flowing in via emails, blogs, formal reviews, etc. was extraordinary. I have left the presentation of samples of this feedback to the Project leadership in the Final Report of the Project.

External experts’ review of a sample of the Episodes

By the end of 2010, 18 months into the Project’s life, I had formed the view that it was reasonable and desirable to hold this Project up to a ‘strong light’ as part of its summative evaluation. There had been many indications along the way that the Project was achieving very good results. I made a judgment, and recommended to the Project leadership, that a systematic external review of the Episodes, while not without risk, would provide higher quality evidence to help determine the standard that the Project had achieved. While not all evaluation theorists and practitioners would agree, I believe that sensible judgments need to be made by external evaluators in relation to what *standards or expectations* to bring to summative evaluation of a project, and these judgments need to be shaped by a range of project context factors.

Over the period February-April 2011 I arranged and facilitated the independent review of a sample of 9 Episodes. Seven external experts engaged in this review with each reviewing 3 Episodes. Each Episode in the sample was reviewed independently by three people. All of the external reviewers had no association with the Project and were invited on the basis of their demonstrable expertise in learning and teaching in universities and in leadership and development of learning and/or communication technologies.

Special note on this element of the summative evaluation

When deciding to invite the external reviewers I sought to ensure a range in the details of the people in terms of background, including their main academic discipline or profession. As a result, the reviewers’ disciplinary backgrounds included management, corporate communication and learning, information technology, marketing, medicine, music education and science. The reviewers varied considerably on other criteria, including gender (3F; 4M) and current activity (academic; consulting; leadership in the corporate sector; ICT management; university management). Importantly, the two most important things they had in common were evidence-based expertise in learning/teaching and broad and deep experience in the development and/or use of online learning resources.

I also sought to recruit people who varied in terms of what I refer to as ‘likely evaluative disposition’. On this characteristic I included 3 people known for their tendency to be very detailed in their evaluative review work and if anything a “bit hard” in their judgments.

The external review process

The process for the external review was relatively straightforward. After the reviewers agreed to participate, the process outlined below was implemented.

- On one fixed date I sent each reviewer a brief document outlining the objectives, philosophy and broad context of the Project.
- Two weeks later I sent 3 copies of a survey instrument (including clear guidelines) to each reviewer along with identification of the 3 Episodes they were to review.
- Approximately 3 weeks later all reviewers had returned their 3 reviews to me.

The survey instrument for the external reviewers included two kinds of items; 8 fixed-response and 2 open-response items. For the 8 fixed-response items a Likert-type scale was used with no neutral response category (see example below and Appendix 2).

1. The ideas and strategies presented for helping educators with online teaching are clear.

Strongly Disagree	Disagree	Agree	Strongly Agree
☐	☐	☐	☐

Items 9 and 10 in the survey sought the reviewers' "personal thoughts on the particular merits of this Episode and aspects that you believe should be improved".

Overview of the results of the external review

In an overall sense the result of the external review was a collective judgment of the merit of the online Episodes, mainly in terms of their pedagogical quality and their potential value for educators' professional development. This judgment was overwhelmingly very positive.

1) Evaluative judgment of external reviewers based on ratings data

Each Episode in the sample was evaluated by 3 reviewers using 8 quality criteria (see Appendix 2). While there was some modest variation across reviewers on one of the criteria for a couple of the Episodes (balance in the Episode between instruction and activity) overall all of the 9 Episodes reviewed received highly positive ratings. More than 85% of the reviewers' responses were positive across all criteria and Episodes (i.e. reviewers "Agreed" or "Strongly Agreed" that the particular quality indicated by the item was evident in the Episode (video and/or PDF components)).

The table below shows the set of reviewer evaluative responses for *one* of the Episodes. These data relate to one of the most highly rated Episodes but they are indicative of the general pattern of results. In table 1, "SA" means that the reviewer strongly agreed that the Episode reflected the particular quality criterion and "A" means they agreed. An SA 'rating' can be likened to a judgment that the Episode is excellent on the criterion. Appendix 2 provides the complete description of the quality criteria (and survey items).

Table 1: Example of external reviewers' evaluative feedback on an Episode

<i>External Reviewer</i>	<i>ER1</i>	<i>ER2</i>	<i>ER3</i>	<i>ER4</i>	<i>ER5</i>	<i>ER6</i>	<i>ER7</i>
Quality Criterion*							
1) Clear ideas for helping educators	SA		SA	SA			
2) Technologies easy to use/accessible	A		A	A			
3) Easy to digest (information)	SA		A	A			
4) Balanced perspective (e.g. pros/cons)	SA		SA	A			
5) Useful across contexts	SA		A	SA			
6) Good balance (instruction/activity)	SA		A	SA			
7) Reflects good practices (pedagog.)	SA		A	SA			
8) Valuable for professional development	SA		SA	SA			

* Short descriptor only

2) Reviewers' personal thoughts on the merits of the Episodes

Each reviewer provided individual comments on the merits of each of the 3 Episodes they evaluated along with suggestions for improvement. Synthesis of these comments resulted in 7+ pages of feedback which I forwarded to the Project leadership.

This feedback was largely very positive and indicated an overall judgment by the reviewers that this sample of resources reflected excellence and innovation for providing professional development support for educators. Suggestions for improvement were generally concerned with practical things such as ease of linking between online elements (e.g. sites and documents), and the provision of a larger number of helpful examples of the suggested practices in some Episodes.

Power of the external review for evaluation purposes

The overall evaluative judgment distilled from the external review process provides valid and valuable information for the summative evaluation of the LTTO Project. It gets its power from the facts that the reviewers were all completely independent of the Project, were all well placed and qualified to judge the merits of its central outcome (the Episodes), and they varied considerably in their orientations and backgrounds. Although only 9 Episodes were reviewed in this way, the validity of the very positive judgment provided by the reviewers is supported by reference to the high positive correlation between this and a large amount of positive feedback received through other channels on a much larger number of the Episodes. In addition, the same design principles and production quality standards were applied to the suite of Episodes.

External recognition

The LTTO Project has been recognized in positive terms by a growing number of well-placed people and entities external to its operations. The extent of this recognition, even before the Project's conclusion, is remarkable. The following is just an indication of the kinds of recognition achieved to date.

- Wide and expanding viral dissemination (internationally) by individual and group users of the Project's resources (via Blogs; Facebook; Linkedin; Twitter)
- Formal recognition/referral by entities concerned with Open Educational Resources (e.g. MERLOT (4.5 /5 stars rating by peer review; unsolicited); OER Commons; Jorum).
- Promotion of the Project by a large number of institutions across the World, including respected universities, professional associations and networks.

4. Conclusions Referenced to Guiding Evaluation Questions

In this section I provide my conclusions about the impacts, achievements and value of the Project, aligning these with the GEQs. To avoid repetitive references to data and sources, I note here that all conclusions are based on the data available to and considered by me, as described in section 3 above.

For the LTTO Project, the answers I provide to the GEQs are relatively brief. This is because the evidence, summarized in section 3, enables mostly unequivocal and brief answers. This circumstance is not that common. For a range of reasons, project circumstances often do not permit the evaluator(s) to provide unequivocal answers to evaluation questions. Much time and space is often needed to provide the most truthful answer in the best possible way. Fortunately, this is not the case here.

GEQ 1: How valuable* are the web-based resources developed by the Project for enhancing online teaching and learning?

** As judged by important stakeholders, particularly those who have used or reviewed the resources*

The resources developed by the Project are extremely valuable for professional development in online teaching and learning. The strongest evidence to support this conclusion is that the Episodes are already being used in a large and growing number of educational environments around the World. The highly positive judgment of the external reviewers in terms of utility value supports this conclusion, as does the continuing stream of unsolicited positive feedback from people using the resources.

There are almost always higher levels of evidence that might be hoped for to demonstrate enhanced teaching and learning (e.g. clear and valid evidence of improved student learning outcomes). Even if it is possible or practical to obtain such evidence, and it often isn't, much more time is involved than is available in a short project. The developments enabled by the LTTO Project have been in place for too short a time to make any clear inferences about their likely longer-term positive impacts on teaching and learning practices or how far they will reach, but the early signs are very good on this front.

GEQ 2: To what extent do the resources developed reflect current good pedagogical practice for further/higher education?

The evidence available suggests that overall the Episodes reflect good pedagogical practices. The external review process obtained judgments based mainly on pedagogical quality criteria (see Appendix 2). It's clear that a success factor for this achievement was

the research and good practice based approach taken to the design and development of the Episodes.

GEQ 3: What levels of engagement with and uptake of the work/outcomes of the Project have been achieved across the Australian HE sector?

There is no doubt that engagement with the work and outcomes of the Project across Australia has been good, particularly given that the Project has just been completed. Unsolicited communications, in particular, indicate that positive engagement is wide and still increasing. In addition to the early and considerable impact in Australia, there are clear indications of international engagement and uptake.

Current evidence suggests those engaging most seriously with the Project's outcomes are people who are already involved with or motivated to develop or learn more about online teaching. The Project leadership is clearly aware a major challenge remains to reach the vast majority of educators who are currently not yet motivated to be involved in online teaching. One of the keys to addressing this challenge effectively is uptake of the outcomes of the LTTO Project by institutions for strategic professional development purposes. The early signs are good that the Project has achieved a multiplicative effect on this front, and this is all that could have been expected.

GEQ 4: Are there unintended outcomes of the Project and how significant/valuable are they?

Unintended outcomes are inevitable with most substantial projects. Though rare, it's always a special pleasure for an evaluator to report that the most significant unplanned achievement of a project is that it was considerably more successful than its leaders and stakeholders imagined it might be at the beginning. This is certainly the case with the LTTO Project. Its success in terms of the evidence-based quality and utility value of the Episodes, and the dissemination results achieved is well beyond the norm for projects of this scale.

At a finer grained level, the Project leadership was more pleased than surprised that educators beyond the higher education domain (in Australia and elsewhere) have found the work and outcomes of the Project valuable. Across educational sectors (e.g. vocational; continuing professional; university), individuals, teams and larger entities (e.g. CPA Australia) see clear merit and practical utility value in the Project's outcomes. Related to but beyond this important effect, the Project has enabled organic awareness raising whereby an increasing number of people are sharing ideas, engaging in renewed learning and having their confidence raised in relation to online teaching. This effect has been enabled in large part because of the strategic and creative approach to dissemination adopted in the Project. This included a strong focus on inclusiveness and active listening, the use of multiple social media, and more generally, effective two-way communication.

The Project leaders were also gratified by the extent of the development of constructive and ongoing relationships with people around the Project. One result of this has been the generation of collaborations that will enable extension of the Project's work.

GEQ 5: How effective was the overall strategy for achieving the Project's main objectives?

Two somewhat different answers are possible to this question, and this is often the case with successful projects. One of the answers is extremely brief and simple. The Project has been very successful, so the overall strategy must have been effective, and this answer is true for the LTTO Project. However, it's often also true that even when a project has been relatively successful, findings or concerns about the effectiveness of aspects of strategy are identified. I make some comments later in this section about very small 'project teams', mainly to provide a cautionary note about the risk to the success of many projects associated with this strategic choice.

From my perspective one of the most important ways of seeing "strategy" for projects is the critical (strategic) thinking and choices that occur early in their life about how to proceed, so that maximum success is more likely. In particular, identifying a-priori *critical success factors* for the project is very important, and a stage of this process should involve a careful consideration of significant risks. Essentially, these 'before the event' success factors are the things (e.g. actions; conditions; methods; supports; ways of working) that are considered *likely to be important causes of success*. It will not be known what the 'actual success factors' were until the project is completed. This is why, when possible, I encourage project leaders and teams to engage in a participative process to develop some form of explicit *intended project logic*. The LTTO Project leaders did this and I believe the exercise and resulting ideas, including front-end success factors, were useful for optimizing the success of the Project.

Actual success factors for the LTTO Project

I believe there were three powerful underlying success factors for the Project.

- 1) Highly committed, capable and energetic leadership and management
- 2) A very effective dissemination strategy and set of practices (including smart use of social media, active listening and open sharing of information and resources)
- 3) Interest and will to contribute to the Project in the broader online teaching and educational development community

I will discuss the first of these factors under GEQ 8 and I have already discussed factor 2) earlier in the report and will make further comments in subsequent sections. The third factor, which is related to and strengthened by 1) and 2) above, is self evident.

There were other more precise success factors (as aspects of emergent strategy) for the LTTO Project. These included the following strategic choices, actions and conditions.

- Agile and efficient project leadership, due in part to a single institution team
- Ensuring that a large number of Australia's leading universities were involved
- Covering most academic disciplines in the resources developed
- Presenting a balanced perspective on online teaching and learning
- Prioritizing the evident practical use of the resources
- Attention to good design, content and production quality for the resources
- Collection of evaluative feedback throughout and acting on this
- Positive feedback from and early uptake of developed resources by peers
- Active involvement of international parties

A cautionary comment on the potential risk of very small project teams

As indicated above, the LTTO Project succeeded because of some primary success factors and several other more precise ones. However, in relation to one of the Project's most powerful success factors, highly effective leadership and management, there was a significant risk involved – the very small size of the Project team (2 people). Even though this risk had no major consequences for the Project's success, in my view it was a risk that was not assigned appropriate weight when the Project strategy was being developed.

The LTTO Project leadership team worked creatively and effectively to get good people to do important work on the Project (e.g. video shooting and production) but there was no larger coherent 'project team' per se which would have enabled a more distributed approach to responsibilities, tasks and contingency provisions. Notwithstanding the good reasons that can exist for keeping teams small (e.g. agility), there is often a high consequential risk involved in having such a small team on a project like this. The thought of one serious illness or accident is probably sufficient to underscore this point.

GEQ 6: To what extent were the Project's main objectives achieved?

The three formal objectives of the Project are restated below.

- 1) To assist educators in developing the specific knowledge, analytical, planning and online teaching skills they require to confidently integrate sustainable and effective online teaching practice and assessment into existing curricula.
- 2) To establish an active, global and diverse online community of practice and scholarship specific to online learning, that will help foster a positive strategic change in online teaching practice and attitude across institutions in a broad range of disciplines ultimately improving the student online learning experience.
- 3) To widely disseminate online pedagogy training material through free electronic distribution mediums - that is easy to apply, flexible, practical, portable, and modular.

Objectives 1) and 3) were clearly achieved. There is strong evidence to support this conclusion, particularly the mass of positive feedback on the Episodes and other materials from users and reviewers.

As it is stated, objective 2) was a very tall order, and it wasn't achieved. This was not surprising, given the time available, the enormous amount of effort invested in other critical work on the Project, and the great difficulties in getting very busy educators to engage actively in a brand new community of practice. Notwithstanding this objective not being achieved, as a result of the highly successful dissemination strategy the ground has been well prepared by the Project for the emergence of such communities, if the will is there in parts of the wider education community.

GEQ 7: What was learned from the Project that is valuable for: (a) advancing the mission of enhancing online teaching and learning in further and higher education; and (b) improving the effectiveness of ALTC or other projects which aim to enhance learning and teaching practices?

While the Project is continuing to expand its reach nationally and globally, this has largely been an effect for people already engaged in some way with online learning and teaching. More time and smart and collaborative strategies remain the keys to getting more educators who are not yet into online teaching, for whatever reasons, to change. The integration of the LTTO Project outcomes (and similar resources) into institutional professional development programs will continue to be a powerful enabler for this goal.

There's no doubt that in the LTTO Project the creative and systematic use of social media worked very well for dissemination, and this suggests that many other ALTC and similar projects could benefit from wise incorporation of social media tactics in their strategies.

This Project had logistical challenges because of the high-volume production and technical aspects of its work, particularly in relation to video component development (e.g. shooting; editing) and programming and other tasks associated with the web-based/social media dimension. The Project leadership felt that their relative lack of experience meant that some choices made would perhaps be different next time. For example, decisions about what to outsource (e.g. editing) and what to do in-house need to be made carefully and informed by clear assessment of needs, resources and risks.

The Project leadership team found that the decision not to have partner institutions was a significant success factor for this particular project, as it enabled very agile decision making and implementation.

GEQ 8: How well was the Project led and managed?

In my view there's little doubt that the most powerful causal factor for the success of the LTTO Project was the excellent leadership and management of Simon McIntyre and Karin Watson, COFA, UNSW. The attributes and capabilities I observed consistently while working with them included passion for the Project, deep engagement with their work on it, persistence, creativity and exceptional productivity. In addition they are both authentic critically reflective leaders and practitioners. They would be amongst my first choices if I was building a team to serve as mentors for leaders and managers of educational development projects.

5. Overall Conclusion

In the context of its available resources, domain and goal (development and dissemination of high quality resources for professional development for educators in online teaching and learning), the LTTO Project is an exemplar.

Regardless of how comprehensive a summative evaluation process is, external evaluators' findings about projects can only ever provide a limited perspective. Conclusions are sometimes less accurate and are almost always less precise when held up against the knowledge held by the people who led, worked on or were impacted by the project. Nevertheless, in relation to the LTTO Project I am very clear and comfortable about my overall evaluative conclusion.

Elaborating briefly, in my judgment the following were highlights of the Project's success.

1. The LTTO Project delivered on time and budget against its most important feasible objectives, which were demanding.
2. The suite of online Episodes for supporting professional development for educators in online teaching, the Project's most demanding and concrete outcome, has been shown to be of very high quality in pedagogical, design and production quality terms.
3. The online Episodes have been found to be of very high practical value (worth) as a coherent set of resources to facilitate professional development for educators in higher education and other sectors.
4. The Project's dissemination strategy was creative and remains highly effective. Importantly it is sustainable because a key element of it is now viral and enabled by social media. The social media element was well thought out and implemented, but the personalized relationship building of the Project leadership team and their ongoing use of external feedback for continual improvement and reflected communication were also key positives of the strategy.
5. The dissemination results achieved have been extraordinary. This is indicated most clearly by the international scope of engagement and buy-in that is occurring and the range of positive reviews and commendations being received. The fact that uptake to date has been largely in the 'already interested' sector of the population of educators, does not detract from the significance of this result. These are the people who are in the best position to achieve wider engagement into the future.
6. The leadership and management of the LTTO Project were excellent. Simon McIntyre and Karin Watson demonstrated remarkable strategic and operational talents as well as very high commitment to the values and success of the Project. However it might be possible in the future, their capabilities should be harnessed to help others to be better at project design, implementation and leadership.

Appendix 1: Project Internal Evaluation Summary

ALTC Funded Project – Learning to Teach Online

Project Internal Evaluation Summary (Summative)

Purpose and Rationale

This Project Internal Evaluation Summary (PIES) will serve the purpose of providing information that will assist me with the development of the *summative evaluation report* for the Project.

In the template (attached) you will see that the information I am asking for focuses on the *nature and range of the Project's results* (e.g. outcomes), the *evidence that demonstrates these, what's being done to sustain the Project's effects and effort*, and *what's been learned*.

As part of the process of forming my views I shall be reviewing different kinds of information. However, it isn't practical for me to gather much data directly from Project stakeholders. In any case, those closest to the action of the Project, including the Project Team, have special and detailed knowledge about results, processes and associated evidence.

The spirit and intent behind the PIES is to help me develop the best possible picture of the Project's achievements, merits and challenges. I would welcome the inclusion of brief data summaries, but I am not expecting large amounts of attached data. Where relevant data do exist, I ask that they be summarized or references or other guidance be provided that will help me find and review them.

Practicalities

- 1) I have provided a simple template to help frame the PIES, but feel free to adjust this (e.g. add one or two other headings)
- 2) Please limit the length of the completed PIES to seven (7) pages
- 3) I ask that you email the completed PIES to me by Monday 16 May 2011 at patricqa@gmail.com

Project Internal Evaluation Summary (Summative)

Template for Project Leadership

1. Results. Provide a synopsis of the most significant/important results of the Project.

If appropriate, please differentiate between *outputs*, *outcomes* and *impacts*¹

2. Evidence of results. Identify the most powerful (valid) evidence that demonstrates each of the major results reported under 1) above.

3. Alignment of results with objectives. Through brief description, show how the main results of the Project align with its key objectives.

4. Unintended results. Identify any important unintended results (or restate if included under 1) above) and explain briefly why they are important.

5. Sustainability. Identify what's being done* to sustain the results, uses of results and the processes generated by the Project (including dissemination).

** In particular, identify activities, entities, commitments or other elements that will be in place to enable continuity of progress on the Project's objectives.*

6. Critical success factors. Describe briefly the factors that were critical to the success of the Project.

7. Learning. Describe briefly anything important that has been learned from the Project, particularly relating to:

- (a) overall strategy/logic used for a project like this one;
- (b) particular challenges in the area of focus (enhancement of online teaching); and
- (c) project leadership/management for university teaching development projects.

8. Evidence of merit. Identify the best evidence (in your opinion) that demonstrates the merits of the Project (e.g. quality of results), including its overall worth (e.g. value for investment; significance in the larger scheme of higher education).

¹ In some project contexts (but not all) it is important or useful to do this. For example: a website might be viewed as an output (or deliverable); the constructive use of the website by a significant number of people, an outcome; and a demonstrable increase in uptake of desired practices or activities across multiple domains (partly as a result of the use of the website), an impact. In some contexts, such 'results' are viewed in hierarchical terms, with "impacts" being at the top of the tree. Such a view isn't always sensible or necessary.

Appendix 2: Quality criteria (and associated survey items) used in external review of the Episodes

Criterion: Clarity of ideas presented

Item 1. The ideas and strategies presented for helping educators with online teaching are clear.

Criterion: Appropriateness of technologies covered

Item 2. The technologies shown and/or demonstrated are appropriate (e.g. accessible; easy to use), keeping in mind the mixed levels of confidence people have with learning-teaching technologies.

Criterion: Digestibility of information

Item 3. The information presented is digestible (e.g. at about the right level; practical).

Criterion: Balance of the perspective provided on online teaching

Item 4. The Episode presents a balanced perspective on the aspect of online teaching it is concerned with (e.g. it shows benefits, pitfalls, things to be mindful of).

Criterion: Utility value of ideas/practices presented

Item 5. The ideas and practices covered are likely to be useful for educators in different learning-teaching contexts (e.g. different disciplines or fields).

Criterion: Balance between instruction and demonstration/activity

Item 6. There is a balance in the Video Component between 'instruction' (i.e. telling the viewer things) and observable activities and demonstration.

Criterion: Extent of evident good practice principles for learning/teaching

7. Overall, in your view, this Episode reflects good practice principles for learning and teaching.

Criterion: Value of the Episode as a resource for professional development

8. All things considered, this Episode is a valuable professional development resource for people seeking to enhance their existing online teaching capability (or for people about to start online teaching).

Appendix 2 Independent evaluator brief



INDEPENDENT EVALUATION BRIEF

Project addresses ALTC Competitive Grant Program Priority #4:

Innovation in Learning and Teaching particularly in relation to the role of new technologies

Learning to Teach Online:

Developing high-quality video and text resources to help educators teach online.

Project Team: *Simon McIntyre (Project Leader), Rick Bennett (Joint Leader), Karin Watson, Ian McArthur, Søren Larsen*

Lead Institution: *The College of Fine Arts, The University of New South Wales*

PROJECT OUTLINE

Description

Over the last decade, University of New South Wales (UNSW) academics Simon McIntyre and Rick Bennett have developed, applied and evaluated award-winning¹ concepts in online pedagogical training including a series of face-to-face *Training Programs* and *Workshops*. To date, these have enabled 45 educators from UNSW and other Sydney universities to develop their own new online curricula and teaching practices, resulting in the production of 82 online courses/subjects. Formal ongoing evaluations of the *Programs* and *Workshops* consistently provide extremely positive responses. McIntyre and Bennett increasingly field national and international requests for access to the *Program* and *Workshop* resources from people who also wish to *learn how to teach online*. However, the current face-to-face format physically and geographically limits the number of educators who can benefit at any one time.

This project proposes to use mainstream and broad-reaching online distribution channels to *freely disseminate* well designed, practical, easy to apply and pedagogy-focused digital training resources adapted from resources previously only available through the face-to-face *Programs* and *Workshops*. As a result, those wishing to experience and learn about online teaching for the first time, as well as those aiming to improve their existing online teaching practice, will be able to access a full range of new digital resources addressing key areas of curriculum development; assessment; teaching practice; and evaluation. The project will ultimately offer unlimited numbers of academics, teachers and tutors worldwide the opportunity to experience the *Programs* and *Workshops* through increased access, flexibility, choice and self-direction.

Descriptive summary of the project's two main outcomes

1. This project will generate a collection of cutting-edge *digital instructional resources* that explore key issues integral to online course development and teaching. These resources will be disseminated freely around the globe through online distribution systems such as the UNSW iTunes U and YouTube channels.
2. A global *online community of practice* will be established as an additional dissemination point for the digital resources and to enable those using the materials to engage in scholarly discourse, establish a supportive peer network, showcase developing initiatives and provide direct feedback about the resources.

Detailed account of the project's two main outcomes

1. The instructional resources can be further characterised in the following key points:
 - *Resources will be in the form of 25-30 downloadable 'episodes' grouped into key online pedagogical themes of context, planning and teaching*
 - *Educators will be able to use the resources sequentially, or easily access only the 'episodes' that support specific themes immediately relevant to their own situation or existing skill level*
 - *Episodes will be developed and incrementally released over a two-year timeframe*

¹ • 2001 - UNSW Vice-Chancellor's Award for Teaching Excellence Using Educational Technology (*Bennett*)
• 2002 - Nominated for the Australian Prime Minister's Teaching Award (*Bennett*)
• 2004 - Distinguished Teaching Award: (ACUADS) Australian Council of University Art and Design Schools (*Bennett*)
• 2004 - UNSW Learning & Teaching Award 2004 (*Bennett/McIntyre*)
• 2005 - President's Award for 'excellence in higher education': Australasian Society of Computers in Learning in Tertiary Education (*Bennett*)
• 2006 - Commendation (9) of the UNSW Review from the (AUQA) Australian University Quality Agency (*Bennett/McIntyre*)
• 2006 - Nominated for a Citation for 'outstanding contributions to student learning': Carrick Institute (*Bennett/McIntyre*)
• 2006 - Nominated for a Quality Teaching Award: (ACE) Australian College of Educators (*Bennett*)

- Each ‘episode’ will comprise:
 - a short video showcasing online teaching processes, successes and challenges of educators within different educational disciplines and institutions²
 - PDF ‘how-to’ documentation detailing methods of applying pedagogical principles within the examples to one’s own teaching practice
 - common problems and challenges that can arise whilst implementing the principles featured in the ‘episode’, with suggested practical strategies to overcome them
- The focus of the training material is ‘pedagogy first’, enabling educators to build key online specific pedagogical skills, knowledge and competencies that they can then apply to a wide range of current and future online learning technology platforms.

2. The global online community of practice established to support the resources will specifically:

- connect academics from around the world who are facing the same challenges and are interested in improving online learning and teaching practice, helping to build confidence and providing a supportive network
- encourage dialogue and sharing of ideas between academics from different disciplines and institutions and skill levels
- enable direct and timely feedback about the training material, that would in turn provide guidance for the continued improvement of the material itself during production over the span of the project.

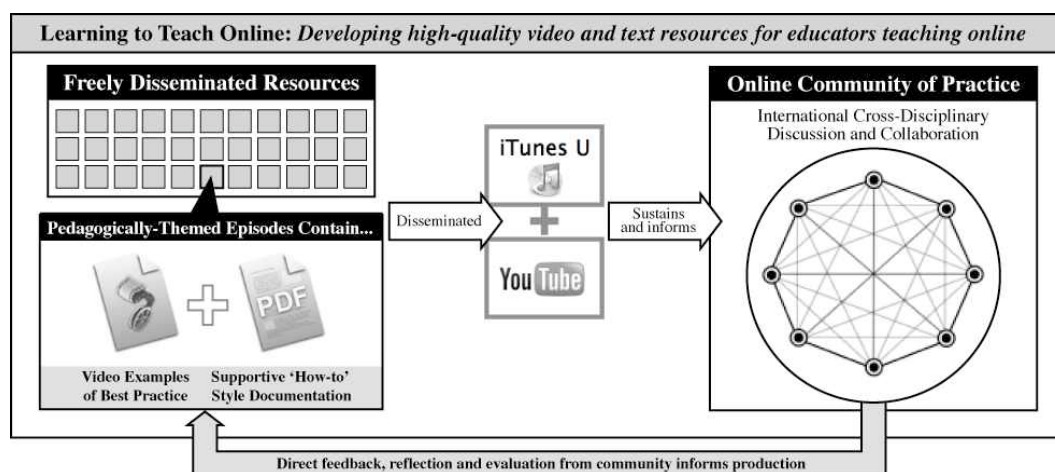


Figure 1: Diagram detailing the main outcomes of the proposed project, means of dissemination and feedback loop

PROJECT AIMS

1. To assist educators in developing the specific knowledge, analytical, planning and online teaching skills they require to confidently integrate sustainable and effective online teaching practice and assessment into existing curricula. In order to achieve this the project will:
 - enable tertiary educators from any discipline, with little or no previous online teaching experience, to successfully plan, write and teach aspects of their courses in an online learning environment
 - complement any technical training and knowledge of online learning environments provided at an institutional level, with often overlooked yet essential skills and knowledge in online pedagogy
 - identify common misconceptions or stumbling blocks that hinder effective development and teaching of online learning material in a range of higher education contexts, and to provide strategies to begin to overcome this, applicable in national and international contexts
2. To establish an active, global and diverse online community of practice and scholarship specific to online learning, that will help foster a positive strategic change in online teaching practice and attitude across

² Addressing: **ALTC Objective (d)**: develop effective mechanisms for the identification, development, dissemination and embedding of good individual and institutional practice in learning and teaching in Australian higher education.

institutions in a broad range of disciplines³, ultimately improve the student online learning experience in higher education.

3. To widely disseminate online pedagogy training material through free electronic distribution mediums - that is easy to apply, flexible, practical, portable, and modular. This dissemination strategy will:
- *allow a wider range of educators to benefit from the research, practice and pedagogical training developed within the COFA Online Fellowship Workshops*
 - *allow educators to access the training material most relevant to their own teaching situation and skill level when and where they need it, to the depth that they need, in order to achieve effective results*
 - *encourage recognition within the academic community and general public that online learning does not have to be a 'second rate' or 'cost cutting exercise', but with support, training and planning, can become engaging, interactive effective and rewarding⁴*

STAGED PROJECT OUTCOMES

Stage 1/Year 1 Outcomes

- *Approximately 8 'episodes' of online training material (containing video and supporting 'tool-kit style' documentation) developed and freely disseminated through UNSW iTunes U and YouTube channels*
- *Establishment of a global online community of practice, enabling those who access the material to meet, collaborate, share ideas and offer feedback*
- *An independent evaluation examining the effectiveness of the outcomes to date*
- *Analysis and online dissemination of initial evaluation data indicating the impact and relevance*

Stage 2/Year 2 Outcomes

- *An additional 22 'episodes' of online pedagogy based training material developed and freely disseminated through UNSW iTunes U and YouTube channels*
- *Expansion of the online community, showcase applications of the training material by community*
- *Analysis and online dissemination of two additional evaluations indicating impact and relevance*

Overall Outcomes

- *An ongoing freely available resource and supportive network for any educators wishing to develop effective, and sustainable online course content and teaching practices*
- *25-30 'episodes' based upon the themes of context, planning and teaching as previously described*
- *Dissemination of the findings of this research to the greater teaching community via the online distribution channels of iTunes U, YouTube and the online community of practice*

PROJECT IMPACT AND SIGNIFICANCE

This project has the potential to have widespread impact in higher, secondary and vocational education sectors locally, nationally and internationally. Due to the online dissemination of this material, it has the potential to reach educators both locally and worldwide.

Nationally the project will:

- directly support ALTC Objectives A, B, D and F by:
 - promoting strategic change in online curriculum development and teaching practice
 - raising the profile of online learning, and creating recognition of the importance of quality online curriculum development and teaching in the wider academic and general community
 - developing a system that identifies key pedagogical issues around online teaching in each episode, develops skills and knowledge that will improve online teaching practice, and disseminates this information openly around the world free of charge
 - identifies current impediments to quality online learning and teaching practice, and offers approaches to advance national online curriculum development, teaching and assessment
- help fill the gaps in the current strategies aimed to address the goals of the Australian Government's 'Strategic Framework for the Information Economy'
- facilitate cross-disciplinary and institutional discussion about online teaching practice

³ Addressing: **ALTC Objective (a):** promote and support strategic change in higher education institutions for the enhancement of learning and teaching, including curriculum development and assessment.

⁴ Addressing: **ALTC Objective (b):** raise the profile and encourage recognition of the fundamental importance of teaching in higher education institutions and in the general community. Independent Evaluation Brief – ALTC 'Learning to Teach Online Project'

Internationally the project will:

- showcase best online teaching and research practice from a number of Australian and international institutions to a global audience
- create possibilities for international collaborative research and teaching opportunities
- help establish the Australian Higher Educator Sector as a leader in online pedagogical development

Project Advisory Panel

A panel of academics will be invited to join an advisory panel that will review the work being undertaken within the project at regular intervals, in order to provide a balanced peer feedback mechanism. The panel comprises education and online learning experts, as well as past ALTC grant recipients for online learning projects, enabling us to build upon previous work in the field supported by ALTC:

- Professor Joan Cooper – *Pro-Vice-Chancellor (Students) and Registrar, UNSW*
- Professor Peter Freebody – *School of Education, The University of Sydney (education and literacy)*
- Darrall Thompson – *University of Technology, Australia (online learning and assessment)*
- Jan McLean – *The University of New South Wales (scholarship of learning and teaching)*
- Vince Dziekan – *Monash University (online research community expert)*
- Dr Jo McKenzie – *University of Technology, Australia (Previous ALTC funding recipient)*
- Dr Denise Wood – *University of South Australia (Previous ALTC funding recipient)*
- Dr Lydia Kavanagh – *The University of Queensland (Previous ALTC funding recipient)*

FOCUS AND SCOPE OF THE EVALUATION

Description

The independent evaluator will be given access to the Project Advisory Panel website where all record of progress and discussion of the project is archived. This site can be found here:

<http://online.cofa.unsw.edu.au/lto>

The evaluation will be conducted in two main stages over the duration of the ‘Learning to Teach Online’ project, which runs from May 2009 – May 2011:

Stage 1 (May 2009 - May 2010)

Evaluation Report due late April 2010

The first evaluation report must be submitted to the stakeholders of the project in June 2010, and will examine the management, progress and outputs of the first year of the project.

Stage 2 (June 2010 - May 2011)

Evaluation Report due late April 2011

The second evaluation report will examine the management, progress and outputs of the second year of the project, but will also contain a comparative analysis of both years of the project, and an analysis of the outcomes and impact project as a whole in relation to the stated goals and outcomes of the initial project proposal.

Pilot institutions for project testing and evaluation

Several different universities have agreed to be involved in a pilot test of the project, which will provide additional disciplinary perspectives to balance the contributions of the Advisory Panel. Thus far the following universities have agreed to become Pilot Institutions for the project: *Monash University, The University of Copenhagen, The University of Sydney and the University of Technology.*

Key evaluation questions

These are to be determined by the independent evaluator based upon the stated aims and scope of the project, and the requirements of the ALTC. Examples of relevant key questions are as follows:

- *What processes were planned and what were actually put in place for the project?*
- *Were there any variations from the processes that were initially proposed, and if so, why?*
- *How might the project be improved?*
- *What were the observable short-term outcomes?*
- *To what extent have the intended outcomes been achieved?*
- *Were there any unintended outcomes?*
- *What factors helped and hindered in the achievement of the outcomes?*
- *What measures, if any, have been put in place to promote sustainability of the project's focus and outcomes?*
- *What lessons have been learned from this project and how might these be of assistance to other institutions?*

These questions are presented by the ALTC to be used as a guide. Final key questions for the evaluation developed by the independent evaluator must be presented to and discussed by the project advisory panel before evaluation commences.

Purpose of the Evaluation

The purpose of the independent evaluation of the project is to

- comply with the requirements of the ALTC funding
- help inform the project stakeholders of the developmental process of the project
- gauge the impact of the project
- help determine if stated outcomes are being met

How will this information be used?

The outcomes of these evaluations will continually inform production of episodes throughout the project, and the evaluation reports will be forwarded to the ALTC as part of the annual review of the project and play a crucial role in determining funding for the second year of the project. Additionally, results of the stage 1 evaluation will be disseminated to all stakeholders within the project so as to help inform its refinement and future progress for stage 2. The final results of the stage 2 evaluation report will also be disseminated amongst key stakeholders and other interested parties who can learn from the report and project process.

Sources of data

Sources of evaluation data could include:

- *Nominated pilot institutions – including student and staff perspectives*
- *Informal feedback from, and observation of members within the online community of practice*
- *Voluntary interviews with members of community*

Quantitative data collected from these sources could include:

- *Statistics from distribution channels such as number of hits, downloads, location and intuition of people using the material etc*
- *Formal Critical Incident Questionnaires*

Qualitative data from these sources could include:

- *Behavioural indicators within online community (levels of participation, engagement, satisfaction etc)*
- *Quality of contributions to online community (academic value, relevance)*
- *Formal Critical Incident Questionnaires*
- *Regular peer feedback from the Project Advisory Panel*

ROLES OF PROJECT STAKEHOLDERS AND INDEPENDENT EVALUATOR

Independent Evaluator

Evaluation design and reporting is the responsibility of the individual contracted as the independent evaluator. Requirements of the evaluation process for the ALTC can be found here:

It is expected that the independent evaluator will prepare all research instruments, collect and analyse data and complete the stage 1 and stage 2 evaluations by the stated deadlines as part of their role in accordance with these requirements.

Ethical considerations and gaining institutional approval (in accordance with the regulations of any institutions involved in the project) for any research conducted is the responsibility of the independent evaluator. All required ethics approval must be gained prior to ANY evaluation being conducted.

Before any work commences on the evaluation, all plans, research instruments, strategies and timelines for completion must be presented and discussed with the project leaders and advisory panel and approval granted. Once the external evaluator develops an approved evaluation strategy, they will work closely and communicate regularly with the project leaders and the advisory group when undertaking the evaluation.

The independent evaluator will also be invited to join the Learning to Teach Online project advisory Panel website, where they will have access to all the latest documentation about the project, and to the discussions related to project management and progress between the project team and advisory panel. Regular and open communication of evaluations progress is expected.

Above all the independent evaluator must be qualified to competently complete the evaluation on time, and guarantees that the evaluation report will be completed to fulfill the requirements of the project team and to meet the standards of the ALTC.

Project Leaders and Advisory Panel

The project leaders and advisory panel (as outlined in this document) will be responsible for ensuring the independent evaluator has access to all relevant project information, and informing the evaluator of changes to the project that will impact the evaluative study in a timely manner.

They are also responsible for approving the evaluation approach, and will endeavour to facilitate access to relevant information or statistics that are collected independent of the independent evaluation that may be of relevance.

The project leaders will be responsible for being the primary point of contact with the independent evaluator.

REPORTING REQUIREMENTS

Evaluation report requirements

The current ALTC Grants Program Guidelines list what should be included in the final project report. The ALTC website outlines the contents of the evaluation reports thus:

- Background to the project
- Context of the project's operation
- Purpose of the evaluation
- Lists of stakeholders and audiences
- Key evaluation questions
- Information gathering sources and techniques for the evaluation
- Data analysis procedures
- Criteria for judgments
- Findings (summary of information/evidence) and conclusions/judgments
- Recommendations
- Supplementary material (appendices)

- Consideration could also be given to including visual material and direct quotes from participants, to the extent that these will enliven the report and help to bring the reader more directly into the evaluation and its findings.

Report Timelines

Key dates for final submission of both evaluation reports are outlined below:

Stage 1 report – 30 April 2010

Stage 2 report – 30 April 2011

Failure to meet milestones outlined in the evaluation timeline above, and ALTC guidelines as listed on the website (<http://www.altc.edu.au/extras/altc-gsep/index.html>), shall be cause for review of the independent evaluator's continued association with the project.

Termination of Agreement

If either party decides to terminate the agreement, a period of notice of one month will be required, and all data, working files and any review work completed or partially completed must be submitted to the project leaders. Payment will then be calculated based upon work done to date.

EVALUATION BUDGET

The independent evaluator shall submit an evaluation proposal including budget for both stages of evaluation for review prior to an agreement being reached. An agreeable budget shall be negotiated between the project leaders and the independent evaluator.

QUALITIES EXPECTED OF THE EVALUATOR

The ALTC stipulates that the evaluator must demonstrate the following to the project leaders and advisory panel prior to being awarded the role:

- project evaluation experience in higher education, and ideally in the discipline or area of the project;
- broad understanding of the discipline or area of the project;
- skills in quantitative and/or qualitative data analysis, as appropriate to the project;
- high level oral and written communication skills;
- independence;
- capacity to meet the project's evaluation timelines; and
- willingness and capacity to work with the Project Manager, Project Team and the Project Reference Group, as required.

The independent evaluator will submit a full proposal containing a statement addressing the above points, a CV, a detailed description of the evaluation strategy proposed, timeline and budget. The project advisory panel will review the proposal prior to a decision being made about the appointment. Further information about the project is available for review upon request to help with this process.

Appendix 3 Learning to Teach Online episode evaluation report



1. What is your age group?

		Response Percent	Response Count
20-35		25.4%	15
35-45		27.1%	16
45 and above		47.5%	28
answered question			59
skipped question			0

2. What is your discipline?

	Response Count
	57
answered question	57
skipped question	2

3. In which country do you reside?

	Response Count
	58
answered question	58
skipped question	1

4. How much existing online teaching experience do you have?

		Response Percent	Response Count
none		25.4%	15
0-1 year		16.9%	10
2-3 years		13.6%	8
3 years and above		44.1%	26
answered question			59
skipped question			0

5. In what type of institution do you teach? (you can tick more than one)

		Response Percent	Response Count
primary/junior school		14.0%	8
high school		7.0%	4
university		57.9%	33
vocational training		7.0%	4
adult education		15.8%	9
other (please specify)		17.5%	10
answered question			57
skipped question			2

6. Approximately how many Learning to Teach Online episodes have you viewed?

		Response Percent	Response Count
1		32.1%	18
2-5		46.4%	26
5-10		17.9%	10
more than 10		3.6%	2
all episodes		0.0%	0
answered question			56
skipped question			3

7. How many times have you watched the video or read the PDF component of an episode?

		Response Percent	Response Count
Once		65.7%	23
Twice		17.1%	6
Three times		8.6%	3
More than three times		8.6%	3
answered question			35
skipped question			24

8. How would you rate the following components of the episodes in general?

	strongly disagree	disagree	agree	strongly agree	Rating Average	Response Count
The information within the videos was engaging and easy to follow?	4.1% (2)	0.0% (0)	30.6% (15)	65.3% (32)	3.57	49
The information within the accompanying PDF files was easy to follow and engaging?	0.0% (0)	4.3% (2)	34.0% (16)	61.7% (29)	3.57	47
answered question						50
skipped question						9

9. Why did you view the episodes? (You can tick more than one)

		Response Percent	Response Count
just browsing		28.0%	14
searching for more information on a specific topic of online teaching		30.0%	15
searching for strategies on how to start teaching online		18.0%	9
searching for strategies on how to improve my online teaching		32.0%	16
required to view them as part of my university's training program		12.0%	6
other		18.0%	9
additional comments			16
answered question			50
skipped question			9

10. How did you find out about the Learning to Teach Online project? (You can tick more than one)

		Response Percent	Response Count
COFA Online Gateway website	☐	12.0%	6
YouTube	☐	12.0%	6
Twitter	☐	20.0%	10
iTunes U		0.0%	0
Facebook	☐	4.0%	2
UNSW TV website	☐	2.0%	1
News or media story	☐	2.0%	1
Australian Learning and Teaching Council (ALTC) website	☐	4.0%	2
Academicia.edu	☐	4.0%	2
recommended by your institutions Learning and Teaching unit	☐	18.0%	9
recommended by colleague	☐	20.0%	10
other (please specify). If a blog or website, please paste the url/name/title into the box below if possible		28.0%	14
answered question			50
skipped question			9

11. How would you rate the following pedagogical aspects of the project?

	strongly disagree	disagree	agree	strongly agree	Rating Average	Response Count
The content, strategies and ideas featured in the episodes (videos and PDFs) were valuable and relevant	0.0% (0)	0.0% (0)	33.3% (16)	66.7% (32)	3.67	48
The resources and links in the PDFs were useful as a starting point for additional information, reading and/or research	0.0% (0)	2.3% (1)	40.9% (18)	56.8% (25)	3.55	44
additional comments						9
answered question						48
skipped question						11

12. Overall, the video and PDF episodes (videos and PDFs) were effective as a learning resource because (you can tick more than one)

		Response Percent	Response Count
it helped me to get started in online teaching		15.6%	7
I've implemented/adopted some of the ideas into my own teaching		26.7%	12
it motivated me to try something new		40.0%	18
it validated what I was already doing		53.3%	24
I have a better understanding of online teaching		51.1%	23
I've developed some of my own approaches based on what I seen		26.7%	12
they were not useful		0.0%	0
additional comments			9
answered question			45
skipped question			14

13. Would you agree with the following statement?

	strongly disagree	disagree	agree	strongly agree	Rating Average	Response Count
The ideas, strategies and concepts from the different disciplines represented in the episodes were relevant and useful to me even though my discipline may have been different	0.0% (0)	0.0% (0)	42.2% (19)	57.8% (26)	3.58	45
additional comments						2
answered question						45
skipped question						14

14. Would you agree that the following aspects of the episodes were useful and effective

	strongly disagree	disagree	agree	strongly agree	Rating Average	Response Count
combination of videos and PDF for each episode	2.3% (1)	0.0% (0)	39.5% (17)	58.1% (25)	3.53	43
representation of different opinions of academics in the videos	0.0% (0)	2.3% (1)	45.5% (20)	52.3% (23)	3.50	44
conversational tone of the videos	0.0% (0)	4.4% (2)	40.0% (18)	55.6% (25)	3.51	45
the succinct, bullet point format of the PDFs	4.7% (2)	0.0% (0)	48.8% (21)	46.5% (20)	3.37	43
'case study' episodes showing specific examples	2.3% (1)	2.3% (1)	38.6% (17)	56.8% (25)	3.50	44
'context, planning, teaching' episodes introducing pedagogical concepts	0.0% (0)	2.4% (1)	56.1% (23)	41.5% (17)	3.39	41
'technical glossary' videos to support getting started in different technologies	0.0% (0)	7.7% (3)	46.2% (18)	46.2% (18)	3.38	39
additional comments						5
answered question						45
skipped question						14

15. Are you likely to pursue any of the following because of watching these episodes? (You can tick more than one)

		Response Percent	Response Count
watch further episodes produced by COFA Online		82.2%	37
follow the research of COFA Online		57.8%	26
contact COFA Online for more advice or guidance		22.2%	10
follow the research of an academic featured in the episodes		22.2%	10
read more research papers related to topics raised in the episodes		46.7%	21
contact academics featured in the episodes for more information and/or advice		24.4%	11
try and collaborate with academics featured in the episodes on future papers or ventures		22.2%	10
conduct new research of my own into online learning and teaching		35.6%	16
other/additional comments			3
answered question			45
skipped question			14

16. What was the most valuable aspect of the Learning to Teach Online project to you?

**Response
Count**

27

answered question

27

skipped question

32

Page 3, Q2. What is your discipline?

1	Information Technology	Jun 24, 2011 4:49 PM
2	Special Education	Jun 23, 2011 2:01 PM
3	Educational development	Jun 22, 2011 9:21 AM
4	High School Teacher	Jun 22, 2011 5:50 AM
5	Teacher	Jun 21, 2011 11:44 PM
6	Sociology	Jun 14, 2011 6:55 AM
7	Ingeniera de Sistemas	Jun 12, 2011 11:31 AM
8	Education	Jun 9, 2011 4:15 PM
9	Learning design	Jun 7, 2011 10:19 AM
10	education	Jun 4, 2011 11:42 AM
11	English, French and Spanish non curricular, History, Geography, ICT, P.E.	Jun 3, 2011 6:26 AM
12	Full Time Student and a Part Time employed American Sign Language Instructor for children 0-9	May 27, 2011 3:32 PM
13	Media Technology and Flexible learning	May 24, 2011 6:20 PM
14	exellent	May 21, 2011 9:53 PM
15	Teacher	May 20, 2011 5:36 PM
16	adult learning	May 19, 2011 12:41 PM
17	Languages/Distance Education	May 19, 2011 3:21 AM
18	Instructional Designer, all disciplines	May 19, 2011 3:07 AM
19	Education	May 18, 2011 10:35 AM
20	Higher Education	May 18, 2011 10:34 AM
21	Instructional Design	May 18, 2011 9:51 AM
22	Counseling Psychology	May 13, 2011 4:29 PM
23	Biomedicine	May 11, 2011 11:25 PM
24	fine art	May 10, 2011 4:02 PM
25	Media Studies	May 8, 2011 3:31 PM
26	UniLink Design (Pathways program for international students)	May 7, 2011 2:02 PM
27	E-Learning instructor, information fluency specialist	Apr 28, 2011 10:06 AM
28	ESOI	Apr 24, 2011 10:41 AM

Page 3, Q2. What is your discipline?

29	Philosophy	Apr 23, 2011 2:52 AM
30	education	Apr 21, 2011 1:12 PM
31	ESL	Apr 20, 2011 6:37 AM
32	Technology Coach, grades 5-12	Apr 20, 2011 5:16 AM
33	MS Ed	Apr 19, 2011 9:05 PM
34	Speech Language Pathologist	Apr 18, 2011 1:03 PM
35	social studies	Apr 18, 2011 11:44 AM
36	Education	Apr 12, 2011 10:21 PM
37	education	Apr 11, 2011 10:53 AM
38	English	Apr 10, 2011 11:16 AM
39	elearning	Apr 8, 2011 1:27 AM
40	Higher Education/Academic Development	Apr 7, 2011 1:10 PM
41	Education	Apr 7, 2011 10:39 AM
42	Animation/video installation	Apr 5, 2011 11:10 AM
43	education	Apr 4, 2011 2:30 AM
44	Elementary	Apr 4, 2011 12:38 AM
45	e-Learning	Apr 1, 2011 12:21 AM
46	Counselling	Mar 31, 2011 6:44 PM
47	Environmental Science	Mar 29, 2011 2:16 PM
48	Educational Studies	Mar 28, 2011 11:00 PM
49	Marketing	Mar 26, 2011 6:35 PM
50	Medical	Mar 25, 2011 8:02 PM
51	Marketing and Public Relations	Mar 25, 2011 2:09 PM
52	Didactic	Mar 25, 2011 12:20 AM
53	Psychology	Mar 24, 2011 6:06 PM
54	Knowledge Management & e-Learning	Mar 24, 2011 8:24 AM
55	Education	Mar 23, 2011 6:57 AM
56	Education Technology	Mar 23, 2011 5:34 AM
57	Media	Mar 22, 2011 10:36 PM

Page 3, Q3. In which country do you reside?

1	Australia	Jun 24, 2011 4:49 PM
2	US	Jun 23, 2011 2:01 PM
3	USA	Jun 22, 2011 11:26 AM
4	Canada	Jun 22, 2011 9:21 AM
5	United States of America	Jun 22, 2011 5:50 AM
6	United States	Jun 21, 2011 11:44 PM
7	Canada	Jun 14, 2011 6:55 AM
8	Dominican Republic	Jun 12, 2011 11:31 AM
9	Australia	Jun 9, 2011 4:15 PM
10	Oz	Jun 7, 2011 10:19 AM
11	Australia	Jun 4, 2011 11:42 AM
12	Italy	Jun 3, 2011 6:26 AM
13	United States of America	May 27, 2011 3:32 PM
14	Sweden	May 24, 2011 6:20 PM
15	sudan	May 21, 2011 9:53 PM
16	Nederland	May 20, 2011 5:36 PM
17	Hong Kong	May 19, 2011 12:41 PM
18	Canada	May 19, 2011 3:21 AM
19	Canada	May 19, 2011 3:07 AM
20	Australia	May 18, 2011 10:35 AM
21	Canada	May 18, 2011 10:34 AM
22	United States	May 18, 2011 9:51 AM
23	Kenya	May 13, 2011 4:29 PM
24	UK	May 11, 2011 11:25 PM
25	austalia	May 10, 2011 4:02 PM
26	AU	May 8, 2011 3:31 PM
27	Australia	May 7, 2011 2:02 PM
28	USA	Apr 28, 2011 10:06 AM
29	NZ	Apr 24, 2011 10:41 AM

Page 3, Q3. In which country do you reside?

30	USA	Apr 23, 2011 2:52 AM
31	USA	Apr 21, 2011 1:12 PM
32	Peru	Apr 20, 2011 6:37 AM
33	USA	Apr 20, 2011 5:16 AM
34	US	Apr 19, 2011 9:05 PM
35	USA	Apr 18, 2011 1:03 PM
36	United States	Apr 18, 2011 11:44 AM
37	Australia	Apr 12, 2011 10:21 PM
38	usa	Apr 11, 2011 10:53 AM
39	Brazil	Apr 10, 2011 11:16 AM
40	UK	Apr 8, 2011 1:27 AM
41	Australia	Apr 7, 2011 1:10 PM
42	Australia	Apr 7, 2011 10:39 AM
43	Australia	Apr 5, 2011 11:10 AM
44	uk	Apr 4, 2011 2:30 AM
45	United States	Apr 4, 2011 12:38 AM
46	Scotland	Apr 1, 2011 12:21 AM
47	UK	Mar 31, 2011 6:44 PM
48	Australia	Mar 29, 2011 2:16 PM
49	Belgium	Mar 28, 2011 11:00 PM
50	Australia	Mar 26, 2011 6:35 PM
51	UK	Mar 25, 2011 8:02 PM
52	Australia	Mar 25, 2011 2:09 PM
53	Spain	Mar 25, 2011 12:20 AM
54	Australia	Mar 24, 2011 6:06 PM
55	Australia	Mar 24, 2011 8:24 AM
56	UK	Mar 23, 2011 6:57 AM
57	Australia	Mar 23, 2011 5:34 AM
58	Australia	Mar 22, 2011 10:36 PM

Page 3, Q5. In what type of institution do you teach? (you can tick more than one)

1	I don't teach anymore - I'm an LMS vendor	Jun 24, 2011 4:49 PM
2	I'm not a teacher, I'm a research analyst at a community college researching social media and education	Jun 14, 2011 6:55 AM
3	Student but on design team for EPcop MOOC. Hope to research eportfolio use. particular;y PP	Jun 4, 2011 11:42 AM
4	I am a student, and I tutor other students through discussion, email, and chat rooms	May 27, 2011 3:32 PM
5	Community college in Canada	May 19, 2011 3:21 AM
6	College	May 18, 2011 10:34 AM
7	Pathways program (accredited Diploma course)	May 7, 2011 2:02 PM
8	private tertiary	Apr 24, 2011 10:41 AM
9	Hospital	Mar 25, 2011 8:02 PM
10	private college offering bachelors degrees	Mar 25, 2011 2:09 PM

Page 4, Q2. Why did you view the episodes? (You can tick more than one)

1	I am looking for resources and models to support faculty in our institution. I am very impressed by the model you have developed. Thank you for creating such a great resource!	Jun 22, 2011 9:24 AM
2	Referred to the site by a colleague, was specifically looking for information on ePortfolios and found the episode very helpful!	Jun 9, 2011 4:17 PM
3	I didn't know about them until a colleague sent me a link http://www.youtube.com/watch?v=JUxM2OOPMMw&feature=player_embedded	Jun 4, 2011 11:43 AM
4	I decided to forward these to my college instructors at West Hills Community College in Lemoore, California, USA	May 27, 2011 3:34 PM
5	Responsible for Flexible learning cooperation at my University	May 24, 2011 6:21 PM
6	The link had been sent to me because of 'our' involvement in an ALTC on chemistry education and active learning so I know both the academics.	May 19, 2011 12:42 PM
7	Looking for resources to share with the Instructors I work with. We have a collaborative model of online course development where an Instructional Designer (me) is paired with a Subject Matter Expert (typically an instructor) to develop the course. Often the Instructor has never taught online and needs additional support.	May 19, 2011 3:09 AM
8	As a professor assigned to our Centre for Academic Excellence with responsibility for Professional Development for teaching and learning I am constantly searching for resources. While there is no shortage of resources, excellent ones are hard to find I am currently designing workshops for faculty interested in teaching blended or hybrid courses - I plan to link to these and to share these videos and pdf files with our faculty here at Seneca - even though designed for fully online they are relevant to the broad spectrum of blended learning.	May 18, 2011 10:40 AM
9	Looking for resources to share with the faculty members I support, especially in regards to getting over fears about moving to online learning environments.	May 18, 2011 9:53 AM
10	seems a good way to engage students & encourage more discussion, peer evaluation activities	May 7, 2011 2:03 PM
11	I'm always interested in video that provides a thoughtful overview of any Online Teaching and Learning Process. These resources are far superior to what is typically found on YouTube. I'm actively promoting the home website for COFA Online via my university resources and global social networks.	Apr 28, 2011 10:09 AM
12	a link in an e-mail	Apr 24, 2011 10:42 AM
13	Reviewing the project and the relevance of the episodes for staff at my university.	Apr 7, 2011 1:11 PM
14	To inform the development of an online teaching resource.	Apr 7, 2011 10:40 AM
15	Followed a link from Jorum	Apr 1, 2011 12:23 AM
16	I used COFA for information and posted the link as part of my LeTTOL course at Sheffield College	Mar 31, 2011 6:46 PM

Page 4, Q3. How did you find out about the Learning to Teach Online project? (You can tick more than one)

1	Academia.edu link: Ros followed the paper: Using online environments for teaching large classes - Case study (follow) by Simon McIntyre	Jun 22, 2011 9:24 AM
2	My teacher at Illinois State University	Jun 22, 2011 5:51 AM
3	email from colleague	Jun 4, 2011 11:43 AM
4	Google	May 27, 2011 3:34 PM
5	Blog Wilfred Rubens	May 20, 2011 5:37 PM
6	a reviewer at one point in the early development of the resource	May 19, 2011 12:42 PM
7	http://paper.li/markbullen#	May 19, 2011 3:22 AM
8	OLDaily Newsletter sent by Stephen Downes	May 18, 2011 10:40 AM
9	samgliksman e-mail	Apr 24, 2011 10:42 AM
10	www.classroom2.0	Apr 20, 2011 6:38 AM
11	Video was posted on Classroom 2.0	Apr 20, 2011 5:17 AM
12	linked in updates	Apr 8, 2011 1:28 AM
13	Invited as part of project reference group	Apr 7, 2011 1:11 PM
14	Followed a link from a Jorum newsletter.	Apr 1, 2011 12:23 AM

Page 5, Q1. How would you rate the following pedagogical aspects of the project?

1	Excellent choice of further reading.	Jun 22, 2011 9:26 AM
2	I was not aware that there were PDFs with the videos so I would check n/a if I could.	Jun 22, 2011 5:52 AM
3	The pedagogy offered in these videos is completely consistent with current literature and our online learning program's advice for new online instructors.	May 19, 2011 3:10 AM
4	the pdf links are difficult to find	May 10, 2011 4:03 PM
5	I'll be adding selected video / pdf resources to my course designs. I'll be teaching with them starting summer session.	Apr 28, 2011 10:12 AM
6	The video was inspirational and confidence-building. Made me want to get out there and do things.	Apr 24, 2011 10:44 AM
7	Didn't ever see the PDF	Apr 20, 2011 5:22 AM
8	more linkages please :)	Apr 12, 2011 10:23 PM

Page 5, Q1. How would you rate the following pedagogical aspects of the project?

9	The resources that I've viewed have a good balance between student learning and other educational concerns, staff concerns and practicalities.	Apr 7, 2011 1:23 PM
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Page 5, Q2. Overall, the video and PDF episodes (videos and PDFs) were effective as a learning resource because (you can tick more than one)

1	I plan to draw on these, recommend them to faculty in our institution,.	Jun 22, 2011 9:26 AM
2	There were many interesting points made throughout the information I have observed. I agree with many thoughts these professionals speak of on different topics. Thank you for providing this. As a young adult coming into the world, information like this is very useful indeed. Best of luck. -Lupita.	May 27, 2011 3:35 PM
3	Because they are honest and give aspects of both sides, + and -, of online teaching!	May 24, 2011 6:22 PM
4	I'm an e-learning professional. Although there was nothing new as such, the quality of the presentation and the bonus of pdf materials is very appreciated. I also feel that this work has excellent academic credibility and will be very valuable when it comes to training university staff.	Apr 28, 2011 10:12 AM
5	I plan on using these with teachers in my schools	Apr 20, 2011 5:22 AM
6	it helped me encourage others	Apr 8, 2011 1:28 AM
7	They address very common issues as well as opening up options. The only suggestion that I'd have is to perhaps break some of them into episodes that address the different subissues. That would make it a bit easier for people to use them as discussion triggers in academic development workshops. For example, I'd like to show bits of several if we were having a discussion about why you might choose one technology over another for a particular learning purpose.	Apr 7, 2011 1:23 PM
8	The learning resource provided really interesting and accessible information about the possibilities of online teaching - as well as currently developing a resource I am involved in the review of our university's distance learning program and see the COFA resource as a valuable source of information for this review.	Apr 7, 2011 10:42 AM
9	I'm finding that I'm using a Facebook as an addition to my online course because does the thing that the online environment at COFA does not do. A single place where comments, links, uploaded video and photos can all exist together so there is an immersive interchange of posts.	Apr 5, 2011 11:16 AM

Page 6, Q1. Would you agree with the following statement?

1	Cross discipline comments allow colleagues to see the applicability for online.	May 19, 2011 3:24 AM
2	I work with instructors from a large variety of disciplines.	May 19, 2011 3:12 AM

Page 6, Q2. Would you agree that the following aspects of the episodes were useful and effective

1	Video/PDF pairing was excellent. Finding more info in the PDF motivates me to download/read future PDFs.	Jun 22, 2011 9:29 AM
2	Student comments are excellent	Jun 4, 2011 11:44 AM
3	The case studies were my favourite!	May 18, 2011 10:42 AM
4	I ticked 'disagree' but would have ticked n/a because of the nature of the single episode I watched.	Apr 12, 2011 10:25 PM
5	The episodes introducing the pedagogical concepts were informative - I sometimes became irritated with the quick grabs, almost bullet point way speakers made comments - I would have liked more than one sentence per speaker.	Apr 7, 2011 10:45 AM

Page 6, Q3. Are you likely to pursue any of the following because of watching these episodes? (You can tick more than one)

1	In the future, I would love to teach ASL (American Sign Language) on-line for people who want to learn but are not able to go to classes due to priorities in their life.	May 27, 2011 3:37 PM
2	I am working on a Masters of Distance Education with Athabasca University, my topic is online instructor skills, I am developing a protocol for an institution to collaborate with online instructors to develop a skills standard for training and evaluation.	May 19, 2011 3:12 AM
3	I've known for sometime that Austrailia is a leader in distance education. I appreciate the polished expertise of COFA and their efforts to use social media to spread the word about this resource. I'll highly recommend it to my colleagues around the world!	Apr 28, 2011 10:16 AM

Page 6, Q4. What was the most valuable aspect of the Learning to Teach Online project to you?

1	Practicality - the ideas are ready to use!	Jun 22, 2011 9:29 AM
2	Finding out about it	Jun 4, 2011 11:44 AM
3	It's here, it's FREE information I have access too, and I don't have to travel around the world to get this valid, professional, and updated research that is still growing as I write..	May 27, 2011 3:37 PM
4	Collection of real "people" telling real stories :)	May 24, 2011 6:24 PM
5	power system	May 21, 2011 10:04 PM
6	The videos	May 20, 2011 5:39 PM
7	Affirmation of my own practice and the training currently being undertaken at our institution	May 19, 2011 3:24 AM
8	The currency of the pedagogic approaches to the constantly shifting target of online teaching best practices!	May 19, 2011 3:12 AM
9	It is all very valuable - the case studies were my favourite but I also really value the video/pdf combination.	May 18, 2011 10:42 AM
10	The wealth of information gathered into one resource	May 18, 2011 10:38 AM
11	Lecturers presence during the online teaching and introducing community of learners aspect.	May 13, 2011 4:39 PM
12	Validation of ideas with practical tips.	May 11, 2011 11:28 PM
13	The Creative Commons video.	May 8, 2011 3:33 PM
14	very relevant to my subject area and students' needs	May 7, 2011 2:07 PM
15	Up to the minute information on technology and e-learning concepts presented from multiple points of view.	Apr 28, 2011 10:16 AM
16	It convinced me of the simplicity of the approach.	Apr 24, 2011 10:45 AM
17	I think these are great resources for teachers. Thanks!	Apr 20, 2011 5:23 AM
18	breadth of coverage, disparity of opinions of practitioners	Apr 12, 2011 10:25 PM
19	Hearing from different sources	Apr 10, 2011 11:19 AM
20	The overall quality and usefulness of the resources for academic development in online learning and teaching and the diversity of cases used.	Apr 7, 2011 1:33 PM
21	Looking at the way the information was presented and the very helpful information in the case studies.	Apr 7, 2011 10:45 AM
22	Useful portal containing lots of advice which I'll come back to when I have time and when required.	Apr 1, 2011 12:26 AM
23	I think the fact it was freely available and delivered what it promised were real positives.	Mar 31, 2011 6:49 PM

Page 6, Q4. What was the most valuable aspect of the Learning to Teach Online project to you?

24	It's online!	Mar 29, 2011 2:19 PM
25	Seeing how things were done elsewhere, and adopting features of other projects to further our own. Even the idea that others out there were having the same ideas and difficulties is encouraging to keep working at improving our own work...	Mar 25, 2011 8:07 PM
26	entertaining way to get new ideas and information. Also validation of what I have been doing as an online teacher	Mar 25, 2011 2:12 PM
27	Wikies	Mar 24, 2011 6:08 PM

Appendix 4 Pilot episode test survey summary



ALTC LEARNING TO TEACH ONLINE PILOT TEST EPISODE RESULTS SUMMARY

August 10, 2010

The full survey can be accessed online here: <http://bit.ly/bB3TrO>

KEY RECOMMENDATIONS

Based upon the information gathered during the pilot test, as well as self-reflection, the following changes should be made to the design of the LTTO episodes:

Video components

- Contextual episodes are the right length, about 5 minutes
- Case studies are too long, need to be perhaps 7-8 minutes
- COFA Online to record a short introduction to each video, outlining the content covered and how the episode is relevant to teachers. First 30 seconds must introduce topic, explain why it is relevant and most importantly outline each topic covered in the video
- More focus on practical tips than philosophical discussion where possible, perhaps this can be accommodated through PDF files
- Case studies need clear and consistent diagrams to illustrate structure and context of online components
- More case studies need to be released in phase 1 release to ensure we also capture the 'previous online experience' market, preferably including some that deal with larger classes
- Fonts are too small on credits and titles
- End credits need to be slightly slower
- Volume level made higher, this has not been tested on normal laptop speakers

To combat the 'talking head' issue:

- Inclusion of more 'B roll' needed, as well as relevant shots of online environments. Reduce the unbroken focus on talking heads where possible
- Need zoomed out shots also, not just heads. A variety of shots will add more interest
- True 1080 HD is not a high priority. It is better to film a little wider so there is flexibility for making more interesting shots through zooms and pans
- Need a larger variety of locations for interviews, try some outside or with natural light

PDF components

- More focus on practical tips
- Make PDF documents more focused and quick to read, delete superfluous title and credit pages
- A consistent format and template needs to be developed for content, this exists and should be revisited

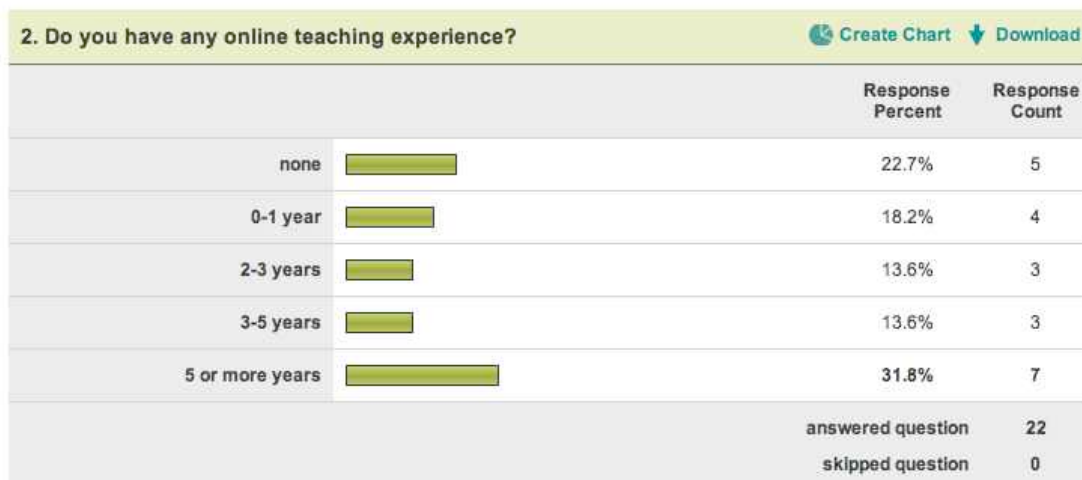
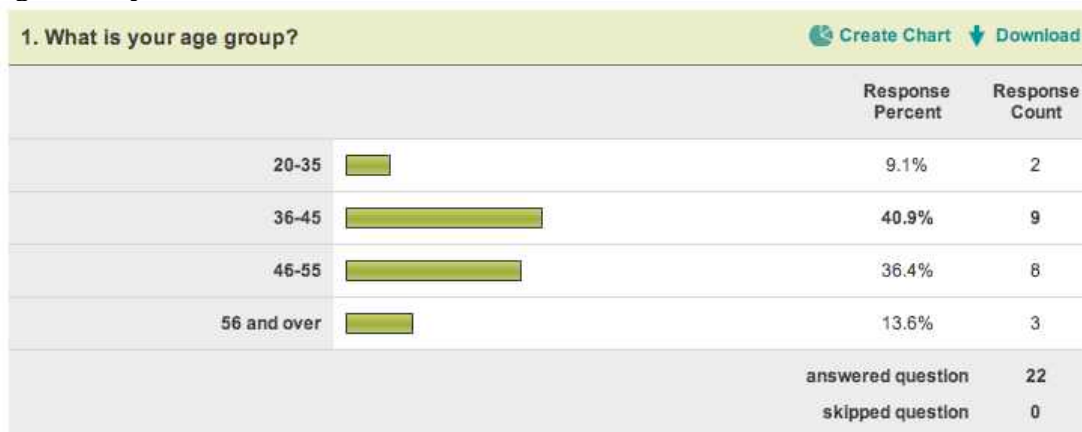
Please see overleaf for detailed summary of responses...

PARTICIPATING ACADEMICS

22 academic staff from the following institutions agreed to take part in the pilot testing:

- The University of New South Wales
- Deakin University
- Griffith University
- The University of Queensland
- Curtin University
- The University of Western Australia
- The University of Tasmania
- Charles Sturt University

Age and experience



Disciplines

Academics were from a wide range of different disciplines:

- Education
- Optometry
- Chemistry
- Photography
- Nursing
- Medicine
- Adult learning/learning and teaching
- Art history theory
- Psychology
- Speech pathology
- Mental health
- Design
- ICT
- Management

PRE-TEST EPISODES

The following 5 pre-test LTTO episodes (video and PDF) that were housed in a replica of the final online environment were reviewed:

- 0 Welcome to LTTO (*watched 60 times*)
- 1 Why is online teaching important? (*watched 37 times*)
- 10 Managing your time (*watched 45 times*)
- Case Study – blogs (*watched 23 times*)
- Tech glossary – blogger (*watched 5 times*)

PROJECT PRACTICALITIES

4. Do you agree with the following statements related to the practicalities of the pilot episodes?						Create Chart	Download
	strongly disagree	disagree	agree	strongly agree	Rating Average	Response Count	
The episodes were easy to access, and all related information easy to find (links to further reading, PDF file betc)	0.0% (0)	10.0% (2)	20.0% (4)	70.0% (14)	3.60	20	
The videos within each episode were just the right length (if you disagree, please let us know if there were too long or short in the text box below)	0.0% (0)	20.0% (4)	55.0% (11)	25.0% (5)	3.05	20	
The information within the videos was easy to follow and engaging	5.0% (1)	15.0% (3)	55.0% (11)	25.0% (5)	3.00	20	
The amount of detail within the accompanying PDF files was well balanced and sufficient	0.0% (0)	10.0% (2)	50.0% (10)	40.0% (8)	3.30	20	
The video and PDF components within the episodes related well to each other	0.0% (0)	0.0% (0)	55.0% (11)	45.0% (9)	3.45	20	
Show replies Please add any additional comments related to the practicalities of the episodes below. Also, if you disagreed with any statements above, please let us now why						13	
						answered question	20
						skipped question	2

Summary of video comments

Positive

- Range of different speakers good
- Most interested in case studies
- How to videos needed to help get me started
- Very valuable
- Want to embed videos in own website

Negative

- Volume too low (not tested on standard laptop speakers)
- Got bored with videos – wanted to skip ahead
- Intended audience not clear, beginners or intermediate? x2
- Editing tighter on blog episode, 2 minutes before we find out what a blog is
- Blog episode too long! x3
- Teacher seemed to be using blog to entertain herself?
- Too many talking heads not appealing x4

- Case studies will be the most useful
- Contextual videos will not have as huge an impact, teachers want practical information
- Professional, well signposted, clear
- Lack of a presenter when changing topics apparent
- Downloading a problem – poor video playback and time consuming to watch videos
- Could not see a clear purpose or audience for episodes
- Has potential to become entertainment rather than practical help

Summary of PDF comments

- Shorter, easy to digest format
- Some had too much info some too little
- PDF good because you can skip to the information you need
- Professional, well signposted, clear
- PDF best for time poor teachers

PEDAGOGICAL MERITS

5. Do you agree with the following statements related to the pedagogical merits of the pilot episodes?						Create Chart	Download
	strongly disagree	disagree	agree	strongly agree	Rating Average	Response Count	
The episodes were effective as a learning resource	0.0% (0)	10.0% (2)	70.0% (14)	20.0% (4)	3.10	20	
You have a better understanding of the aspects of online teaching discussed in the pilot episodes	0.0% (0)	15.0% (3)	50.0% (10)	35.0% (7)	3.20	20	
There was enough guidance within the episodes for you to begin to relate or apply the concepts discussed to your own teaching if relevant	0.0% (0)	25.0% (5)	50.0% (10)	25.0% (5)	3.00	20	
Show replies Please add any additional comments related to the pedagogical merits of the episodes below. Also, if you disagreed with any statements above, please let us now why						12	
						answered question	20
						skipped question	2

Positive comments summary

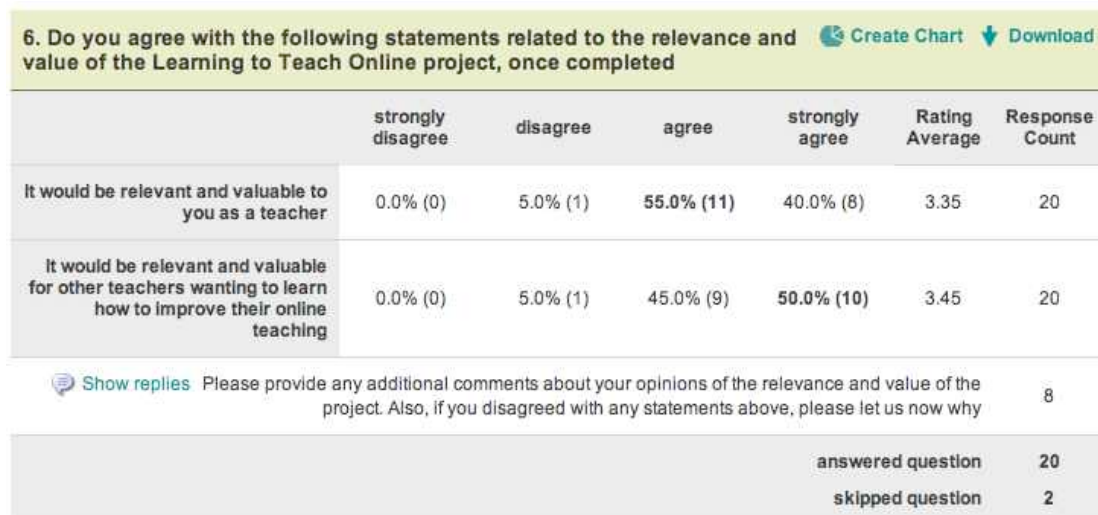
- Good introduction
- Seem good, but not enough experience to make a definitive decision
- Useful to have focus on pedagogy not technology
- Might be good to have something for teachers who have to teach online at the last minute
- How to demos will be very useful in contextualising the info in case studies
- Blog case study very useful
- Inspired and learnt a lot
- Very useful for beginners
- Got me thinking about my own teaching

Negative comments summary

- Not sure on the pedagogies
- Good but more focus on practical tips – can be a bit too philosophical
- Episodes not grabbing audience in first 30 seconds – have to show how they are personally relevant to different individuals right up front

- Contextual episodes not useful for experienced teachers x2
- So much to take in it could be overwhelming

PERCEIVED RELEVANCE AND VALUE



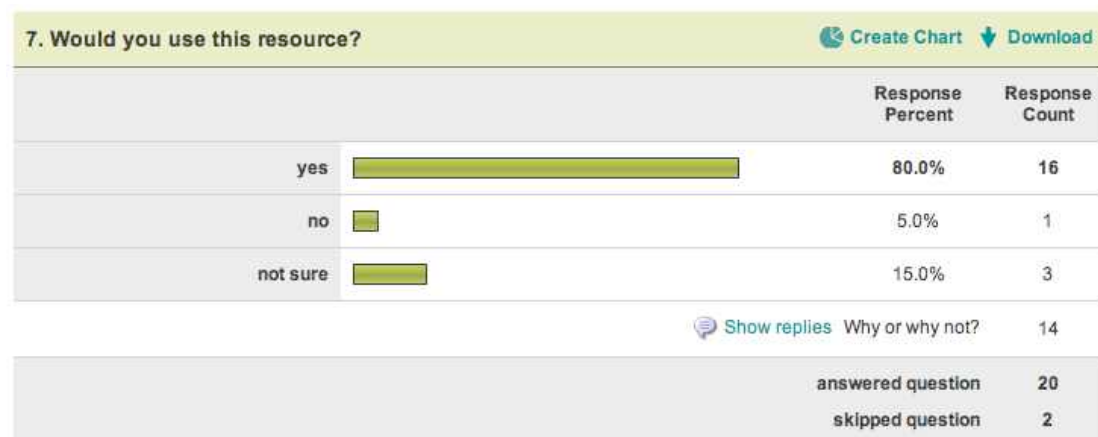
Positive comments summary

- Format good, accessible etc
- Effective presentation
- Tips from experienced teachers very useful
- Superior to anything available at my university
- Fact it's free is great
- Program has great merit – different opinions in video valuable

Negative comments summary

- Have to have more emphasis on practical tips – teachers will only watch for this
- More screen shots and recordings of environments, teachers have to see examples
- PDFs need to be sharper and focus on tips and insights
- Not convinced by a talking head – videos can show interaction, why aren't we doing this?
- Chatty style of videos not most effective

WOULD YOU USE THIS RESOURCE?



Appendix 5 Sample of unsolicited project feedback



To whom it may concern

I am writing on behalf of Think Education Group to support the *Learning to Teach Online* (LTTO) project.

In the last 10 months, Think Education Group has implemented a major professional development program for their online lecturers. The THINKFLEXIBLE: enhancing online learning program is a 12-week blended professional staff development program for online lecturers in all THINK Education Group Colleges that focuses on online teaching and learning pedagogy. The program has drawn heavily on the COFA videos, having incorporated 15 videos in the five modules within THINKFLEXIBLE.

Participants who have completed the program rate the Learning to Teach Online videos highly and have asked for more, e.g. *"More development of resource material please"* and *"the COFA videos were excellent – we need more of that kind of material."*

According to Google Analytics, from February 2011 to early June 2011, there were 126 visits from the THINKFLEXIBLE participants to LTTO resources. The average time spent online was about four minutes. This time commitment is ideal for busy staff to quickly access good practice tips and examples plus learn how to implement them.

As part of the evaluation of THINKFLEXIBLE, a series of questions was asked about the suitability of program resources. Here is the quantitative feedback rating the LTTO videos.

	Terrible	Needs improvement	Good	Excellent	Rating Average	Response Count
Videos from COFA	0.0% (0)	7.7% (1)	30.8% (4)	61.5% (8)	3.54	13

As the developer of the program I have valued the high quality content and suggestions for improving online teaching practices. The footage together with the pdf documentation has raised greater awareness of new approaches that staff can implement to engage their students in blended and online learning.

With kind regards

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College of Fine Arts (COFA), The University of New South Wales
Greens Road, Paddington, Sydney, NSW 2021 Australia
s.mcintyre@unsw.edu.au

Dear Dr. McIntyre,

May 14, 2011

I would like to thank you and COFA Online for the invaluable resources provided through the Learning to Teach Online website. I am an Associate Professor of Educational Technology in the Department of Curriculum and Instruction at Illinois State University in Normal, Illinois, USA. I teach masters and doctoral classes in the area of Educational Technology, research, and assessment. In addition, I teach part-time in Walden University's Educational Technology doctoral program. I was part of the design team for the two distance learning courses in that program. I have been teaching online and designing for the online environment since 2000, so I am very familiar with this field and recognize high quality resources.

Each year as I get ready to teach my Distance Learning courses I seek out online tutorials and information-rich sites to assist my students in becoming effective online instructors. When I ran across Learning to Teach Online I was delighted to find such a high quality program that addressed the most salient issues in the field. So thank you again for this valuable resource that not only provides high quality information, but also connects my students with your university on the other side of the globe.

I look forward to the continuing developments on the Learning to Teach Online site and would enjoy making connection between my students and myself and you and your program.

All the best,

A handwritten signature in cursive script, reading "Cheri A. Toledo".

Dr. Cheri A. Toledo
Associate Professor – Educational Technology
Curriculum & Instruction – Illinois State University
Normal, IL 61790-5330 USA
catoledo@ilstu.edu

From: Teacher Education Editorial Board <teachered@merlot.org>

Subject: MERLOT Review

Date: 5 May 2011 12:59:55 PM AEST

To: Professor Richard Henry <r.henry@unsw.edu.au>

The scholarly work in instructional technology of Professor Simon McIntyre has been peer reviewed and published in MERLOT (Multimedia Educational Resources for Learning and Online Teaching). The MERLOT project is an international initiative-enabling faculty to integrate technology into higher education. MERLOT is supported by 27 systems and institutions of higher education as well as the National Science Foundation. Over 200 faculties from these institutions have been performing the peer review of instructional technology, modeled after the peer review process for research and scholarship.

The MERLOT project (<http://www.merlot.org>) is an online community of faculty and institutions collaborating to increase the quantity of high quality web-based, interactive teaching and learning materials. The MERLOT website is a free "gateway" for these web-based materials. Finding web-based materials to incorporate into one's course is just the first step for faculty; faculty must also decide if the materials are correct, effective teaching-learning tools, and easy to use. MERLOT conducts the peer review of online materials and ensures reliable and valid reviews through the selection and training of the Editorial Board Members as well as on-going support for the review process. You can obtain more details about the MERLOT project, the peer review process, and evaluation standards at <http://taste.merlot.org>.

The MERLOT Teacher Education Editorial Board identified Professor Simon McIntyre's work as worthy of peer review and assigned at least two (2) MERLOT Editorial Board Members to review the work, using the three review guidelines:

1. Quality of content.
2. Potential effectiveness as a teaching-learning tool.
3. Ease of use

Members of the Editorial Board communicate with the authors to ensure comprehensive review of the materials. The reviews are then posted on the MERLOT website. The Peer Review Report of Dr Simon McIntyre's work can be found at :

<http://www.merlot.org/merlot/viewCompositeReview.htm?id=538241>

In summary, the MERLOT Teacher Education Editorial Board wishes to acknowledge the valuable contributions Professor Simon McIntyre has made to advancing the teaching and learning within the discipline. Dr. Simon McIntyre's work is a model of the scholarship of teaching that can benefit faculty teaching and student learning around the world.

Sincerely,
Jane Moore, Editor
MERLOT Teacher Education Editorial Board

From: Diane Robbie <DRobbie@groupwise.swin.edu.au>
Subject: **Re: COFA case studies**
Date: 12 January 2011 10:00:12 AM AEDT
To: Simon McIntyre <s.mcintyre@unsw.edu.au>

Hi Simon

Hope you had a good break and ready for another busy year. Just thought I'd let you know that at Swinburne in our Grad Cert L&T program we have included links to your COFA case studies as they provide excellent real and current examples of teaching with new technologies. Specifically we refer to it in our Teaching and Learning with Educational Technologies unit but also core units; The Practice of L&T and Curriculum Design & Assessment. Looking forward to reviewing any new case studies as they are added during 2011.

cheers and thanks again

Diane

Diane Robbie
Academic Development Advisor (ADA) for Swinburne Design &
Program Coordinator Graduate Certificate in Learning & Teaching in HE (GCLT)
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From: Cathy Gauci <gaucca@optusnet.com.au>
Subject: **Re: using Tama's CC video**
Date: 5 March 2011 11:51:32 PM AEDT
To: Simon McIntyre <s.mcintyre@unsw.edu.au>

Hi Simon,

Sorry it has taken a while to get back to you, it has been one of those weeks

You left a comment on my blog <http://kforkit.wordpress.com/about/> asking me to explain a little more about my class.

The class I will be showing the video to is a 3-week class we run during the Women's Education programme at TAFE SA (North), specifically the Elizabeth Campus, to help the students with the new online enrolment and management system that TAFE will be implementing from Semester 2 this year. (SIS)

We have only just started so I am still in that trial and error stage – the class is face to face. As well as helping women who, in some cases, have never been online before, to navigate the enrolment process, we discuss a brief overview of how technology has advanced in relation to learning and where it is heading. We also discuss some ways of using online forums and tools to help with study, mainly twitter, and facebook because that is what they use and know. We aim to show them how the internet is an effective tool for learning as well as for research.

I am building up a database of learning aids on moodle and Tama's video is simple and concise overview of Creative Commons that students of all levels of literacy can understand, and find useful when they conduct research for assignments online.

I also plan to pass it to colleagues that teach the "Access and Use the Internet" and "Study Skills" modules, both core units in our certificates.

The Women's Education Certificates II, III, and IV are a TafeStart initiative aimed at getting women to realise their potential and facilitate their path back into the work force and/or further study.

The class I refer to on my blog is conducted in Second Life and deals with working effectively with others, the learning outcomes are communication and working as a team to achieve tasks.

The Australian Flexible Learning Framework funded this class as part of their Innovations Projects in 2009, and I still run classes in Second Life for Women's Ed twice yearly.

The case study I wrote for the Framework may be of interest to you, and can explain better than I can in an email.

http://trainingo2.net/eli/2211/Work_Effectively_cs_TC.pdf

If you need any further information at all, please feel free to contact me

Regards
Cathy

Cathryn Gauci

Women's Ed
TAFE SA - Elizabeth Campus
Mobile : 040 33 42742
gaucca@optusnet.com.au
Skype: kforkit

From: Danielle Hinton <d.m.hinton@bham.ac.uk>
Subject: Learning to Teach Online Enquiry
Date: 17 June 2011 8:39:03 PM AEST
To: Simon McIntyre <s.mcintyre@unsw.edu.au>, Karin Watson <karin@unsw.edu.au>
Cc: Mike McLinden <m.t.mclinden@bham.ac.uk>, Susan Moron-Garcia <s.d.morongarcia@bham.ac.uk>, Tarsem Cooner <t.s.cooner@bham.ac.uk>, Linda Curry <l.j.curry@bham.ac.uk>

Hi Simon and Karin

Wow – I've just found your Learning to Teach Online episodes (<http://online.cofa.unsw.edu.au/learning-to-teach-online/lto-episodes>) and accompanying resources. A great resource around issues that all HE sectors are grappling with. Some of Birmingham's attempts are available at <http://dodlbham.pbworks.com> (especially around the Case Studies and FAQs) and www.ebl.bham.ac.uk.

I'm currently looking at ways to integrate video / audio snippets into my bite sized DODL PDFs and related resources. I'd love to collaborate in some way if circumstances allow.

Danielle

Danielle Hinton

Learning Design Consultant

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College Educational Enhancement Fellow

College of Social Sciences

Delicious Bookmarks: <http://delicious.com/hintondm>

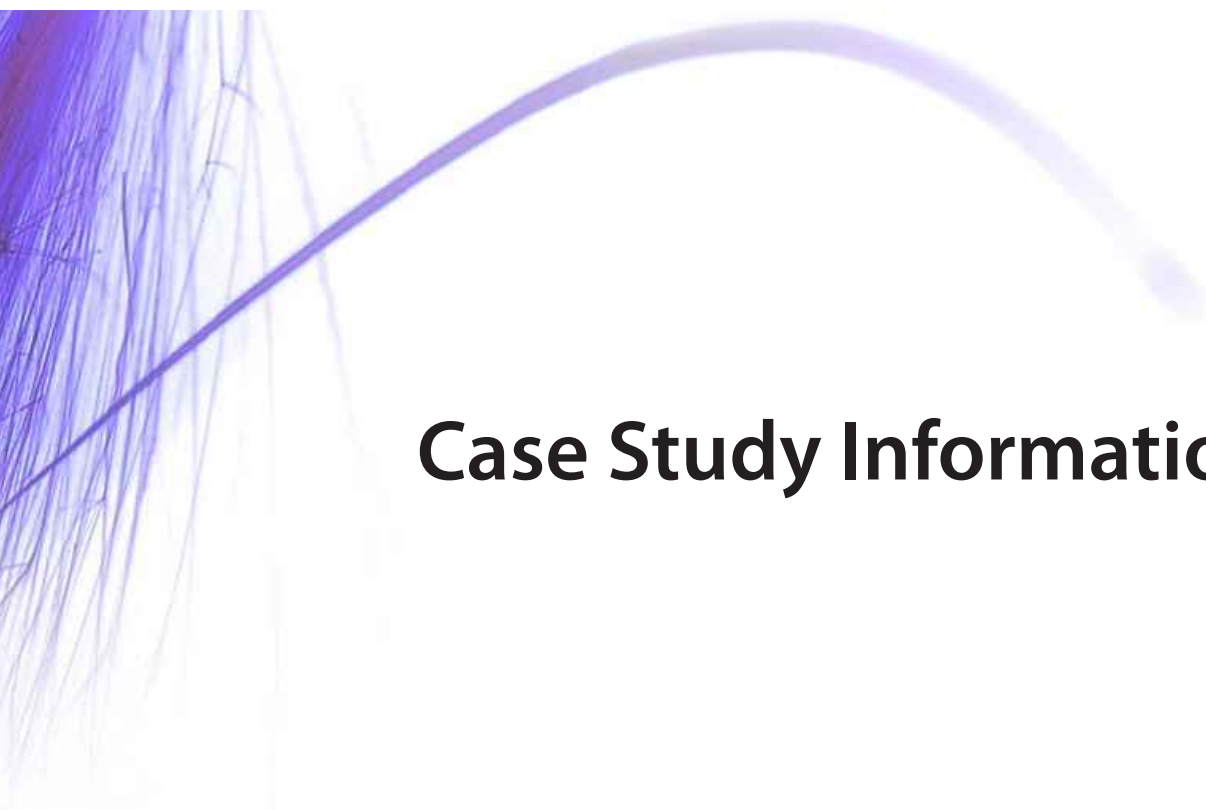
Twitter: <http://twitter.com/hintondm>

“Time flies like an arrow; fruit flies like a banana” Groucho Marx

Appendix 6 Interviewee questions and information packs



LEARNING TO TEACH ONLINE



LTTO

Case Study Information Pack

Search for and follow COFA Online on:



About the project

On behalf of the Learning to Teach Online project team, Simon McIntyre, Rick Bennett, Karin Watson and Ian McArthur, thanks for agreeing to contribute to the ALTC funded Learning to Teach Online project! This short document will tell you all you need to know to get ready to help COFA Online prepare your case study to showcase your online teaching innovation to the world. If you have any questions at all please contact Simon McIntyre at s.mcintyre@unsw.edu.au or Karin Watson at karin@unsw.edu.au

What does a Learning to Teach Online (LTTO) Case Study look like?

VIDEO INTERVIEW

A case study in the Learning to Teach Online project comprises a video interview with you and potentially with one or two of your students about your successful online teaching initiative. As part of the interview we may also want to conduct screen capture of your online teaching space for illustrative purposes.

PDF DOCUMENT

There will also be a supportive PDF document that goes along with the video, containing any supplementary information about your online teaching strategy, technical tips and outcomes. This document will be completed by COFA Online from the material gathered in the interview.

*Both of these components will be disseminated online together to form what we call an **LTTO Episode**.*

How will your case study episode be disseminated?

This project will use mainstream and broad-reaching online distribution channels to freely disseminate your episode to educators worldwide:

	COFA Online Gateway	http://online.cofa.unsw.edu.au
	iTunes U	http://bit.ly/a8DggO
	YouTube	http://bit.ly/asZhil

Your case study will work together with a series of other studies from tertiary institutions, and episodes outlining basic approaches in online pedagogy. These episodes will also connect with an online community COFA Online is currently establishing where teachers from all over the world can offer feedback, ask questions and get help with their own online teaching.

Your interview

What you need to do to prepare for your interview

In order to make the interview with you go as smoothly and quickly as possible, there are a few things to make sure you have ready before COFA Online pays you a visit with our film crew:

- 1 Read the interview questions overleaf
- 2 Think about whether you would like any of your students interviewed and let us know ahead of time
- 3 Gather together any visual material you want showcased in the case study
- 4 Have your course websites open on your computer ready to go, or have a list of urls handy
- 5 Was there any relevant literature that helped you, or have you published about your online teaching? We'd like to compile a list of further reading to support your case study
- 6 Be ready to sign a standard video release form on the day of filming

Interview questions

The aim of the video component of your case study is to inspire and excite teachers, and to make them want to find out more about your project by reading the associated PDF document we'll be creating.

Below are the questions we will be asking you during the interview. Please note that we aim to edit each video episode down to around 10 minutes or so. **Please keep your answers as brief and to the point as you possibly can so that we may best represent your project.** Remember the supporting PDF document that will go along with your video can contain a bit more detail than the video.

Context

- 1 Can you tell us your name, institution and how long you have been teaching online?
- 2 What is your exact department, Faculty etc and personal title (*for credit purposes*)
- 3 Would you be able to tell us the name, format and number of students in the course we'll be examining today (*eg Science 101 is a blended course that has a average of 500 students who attend one lecture, and are then split into several tutorial groups for lab work*)
- 4 What was the main catalyst or reason that you led you to introduce an online component to this course.
- 5 Briefly describe your online teaching initiative and how you use online approaches within it?
- 6 Was this a lone venture or do you have collaborators, co-teachers or other support?
- 7 Where else can you see your approach to online teaching working well? (other disciplines, teaching situations)

Planning the pedagogy

- 8 What are the main benefits to the teacher of this online approach?
- 9 What are the main benefits to the students?
- 10 How did you plan or develop an online pedagogy that would effectively help students achieve the learning outcomes of the unit or class?

Teaching

- 11 What would you describe as your 'pre-flight' checklist before starting teaching online? What things should you ensure you have done? What do you have to do before beginning the class and/or semester?
- 12 How was the online component taught? *(you can demonstrate this by walking us through the online teaching environment so we can take screen captures)*
- 13 If you undertook a blended approach, how did you balance the workload between face-to-face and online?
- 14 How did the students respond to learning online? How do you think they performed or coped with the experience?
- 15 Can you describe any problems or challenges? How were these overcome?

Technical aspects

- 16 What software or system are you using? Why did you choose this?
- 17 Are there any equivalent packages that could also be used?
- 18 Why did you use open source or freely available software over a larger learning management system (LMS)? *(If applicable)*
- 19 How would you rate the level of technical skill required (beginner, intermediate, advanced) for a) teachers and b) students?
- 20 Where did you get training or help with the technical side (specific forums, peers, support units)?
- 21 Can you *succinctly* describe a step-by-step process of the technical set up? *(If possible we'd like to screen capture you doing this at a basic level only)*

Evaluating the Online experience from teacher & student viewpoint

- 22 How did you evaluate your online teaching?
- 23 Has it been worthwhile from your own point of view and why?
- 24 What has the feedback been like from your students?
- 25 What would you do different next time? Have you changed/improved anything since you began?
- 26 Did you encounter any resistance from peers to this initiative, and how did you deal with it?

For more information, visit the COFA Online Gateway website



Enquiries

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Karin Watson

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To find out more about the Learning to Teach Online project, please visit the COFA Online Gateway site.

www.online.cofa.unsw.edu.au

VISIT COFA ONLINE GATEWAY ►

LEARNING TO TEACH ONLINE



LTTO

Teacher Interview Questions

Search for and follow COFA Online on:



About the project

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How will your interview be used?

The video footage from the interview COFA Online will conduct with you will be used in the production of a series of online resources as part of the Learning to Teach Online project. You can read about the project in detail here: <http://online.cofa.unsw.edu.au/learning-to-teach-online/about-the-project>

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*These resources are called **LTTO Episodes** and will be disseminated freely online.*

How will your case study episode be disseminated?

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COFA Online Gateway

<http://online.cofa.unsw.edu.au>



iTunes U

<http://bit.ly/a8DgqO>



YouTube

<http://bit.ly/asZhil>

Your interview will work together with a series of other studies from tertiary institutions, and episodes outlining basic approaches in online pedagogy. These episodes will also connect with an online community COFA Online is currently establishing where teachers from all over the world can offer feedback, ask questions and get help with their own online teaching.

Your Interview

What you need to do to prepare for your interview

In order to make the interview with you go as smoothly and quickly as possible, there are a few things to make sure you have ready before COFA Online pays you a visit with our film crew:

- 1 Read the interview questions overleaf
- 2 Be ready to sign a standard video release form on the day of filming
- 3 Have a business card ready to give us so we can be sure to use your correct title in the video

Interview questions

Below are the questions we will be asking you during the interview. **Please keep your answers as brief and to the point as you possibly can!** The idea is that we will need short bites of a few sentences for each question that we can edit in with other responses, so please remember to be brief during the interview.

NOTE - We will be taking a semi-structured approach to the interview, meaning we may modify our questioning where appropriate depending upon your responses. **Don't worry, we may not ask you each of the questions below depending upon your individual level of experience in online teaching.** We will however in negotiation with you cover the questions with which you feel most comfortable.

In your answers please recap the question being asked, as the questions will not be in the final edit. (Note question numbers below may look out of sequence, but we have amended and added questions over time, hence the sequence).

General

- 1 Please briefly introduce yourself, your institution and position and what you teach.
- 2a What did you think of online learning and teaching before you tried it yourself?
- 4 What was the catalyst for you starting to teach online?
- 5 What did you find most difficult when starting out in your own online teaching?
- 6 What did you find the most rewarding?
- 7 If you could offer advice to colleagues, what would you say is the top benefit of teaching online?
- 8 What are the most important pitfall to be mindful of?

Planning your online course/choosing the right technology

- 8a Do you use LMS or open source, and why?
- *8b What key features do you look for in technology for teaching an online course?
- *8c What key features did your chosen technology have that aligned with your teaching goals?

- *8d** Do you use the same technology for each course that you teach or do you differ them? What factors determine how you differ them? eg size of class, type of activity, etc
- *8e** When planning an online or blended course, how do you relate the structure to the features or functions of the technology?
- *8f** What should teachers keep in mind when planning their online courses?
- *8g** What kind of technical support (if any) do you need, how is it best delivered, and how important is it to the success of your course?
- *8h** If you can't get good technical support, how do you get around this problem?

Time management

- 9** Does teaching online save time for a) students b) teachers? Please explain your answer.
- *9a** What takes up the most time when teaching online, and how do you manage this?
- 10** How do you manage your time effectively when teaching online?

Student and teacher engagement

- *11** How would describe your level of online engagement with your students (and students with each other)? How does it differ from face-to-face teaching?
- *12** How important is the notion of teacher presence in an online teaching environment?
- *13** How do you track students' performance in online group work situations? (level of engagement, equity of contribution, quality of work etc)
- *14** How do you let students know what is expected of them in your online classes? (number and quality of posts, assessment, attendance, contribution, engagement, etc)

Using and creating online discussions

- *15** What types of online resources do you use in your course, and how are they beneficial?
- *15a** Do you use any pre-existing or creative commons resources?
- *15b** How do you go about integrating library resources into your teaching?
- *15c** Do you think your students have relevant information literacy skills? Why?

Signposting

- *25** How do you minimise confusion surrounding navigation within the online environment? ie. what strategies do you put in place to ensure that students can find their way around the site?
- *26** How do you go about issuing instructions to students online?
- *27** If students have questions, where/how/who do they ask?
- *28** How prompt are you in answering student questions online?

For more information, visit the COFA Online Gateway website



Enquiries

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www.online.cofa.unsw.edu

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LEARNING TO TEACH ONLINE

LTTO

Teachers Who Have not Taught Online Interview Questions

Search for and follow COFA Online on:



About the project

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Below are the questions we will be asking you during the interview. **Please keep your answers as brief and to the point as you possibly can!** The idea is that we will need short bites of a few sentences for each question that we can edit in with other responses, so please remember to be brief during the interview.

NOTE - We will be taking a semi-structured approach to the interview, meaning we may modify our questioning where appropriate depending upon your responses. **Don't worry, we may not ask you each of the questions below depending upon your individual level of experience in online teaching.** We will however in negotiation with you cover the questions with which you feel most comfortable.

In your answers please recap the question being asked, as the questions will not be in the final edit.

General

- 1 Please briefly introduce yourself, your institution and position.
- 2 Can you describe the types of classes you teach? (tutorials, lectures, big or small groups etc)
- 3 What is your opinion of online learning and teaching? (positive, negative, undecided?)
- 4 Do you think teaching online is relevant to your teaching practice and your students? Why or why not?
- 5 Can you describe any particular issues preventing you from adopting aspects of online learning into your teaching practice?
- 6 Do you think online learning and teaching has a place in the future of education, why?

- 7 What would it take for you to try teaching some aspect of your classes online?
- 8 What type of guidance or support would most benefit you in developing your online teaching practice if you were to try?
- 9 Have ever been approached or encouraged to do online teaching by someone within your institution? If yes, who approached you and why didn't you do it?
- 10 Have you had or been offered any training in online teaching and was it useful? Why, why not?

For more information, visit the COFA Online Gateway website



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LEARNING TO TEACH ONLINE



LTTO

Library Interview Questions

Search for and follow COFA Online on:



Thank you for agreeing to be interviewed!

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What you need to do to prepare for your interview

In order to make the interview with you go as smoothly and quickly as possible, there are a couple of things to do to prepare before COFA Online pays you a visit with our film crew:

- 1 Read the interview questions overleaf

- 2 List a basic series of technical set up steps of how to use different online systems if appropriate
- 3 Gather together any visual material you want showcased in the case study
- 4 Be prepared to sign a standard video release form on the day of filming

Interview questions

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Questions

- 1 Please briefly introduce yourself, your institution and your position.
- 2 What online resources can the library offer to support academics when developing their online or blended learning courses?
- 3 How can academics ensure off-campus students are not disadvantaged in terms of access to resources?
- 4 What is online information literacy and why is it so important?
- 5 How can academics imbue online information literacy skills in students and teachers?
- 6 What are your views on the use of open web resources such as Google, Wikipedia, etc versus closed web resources?
- 7 Why should academics and students use closed web resources over google?
- 8 What copyright issues are raised when using online material? eg what can and can't you do, and is it different for teachers versus students? (have you seen this website? <http://copyrightkitchen.flexiblelearning.net.au/main.php>)
- 9 What resources are available to help academics understand copyright issues with online material?
- 10 Do you have any other advice for teachers preparing an online supported course?

For more information, visit the COFA Online Gateway website



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LEARNING TO TEACH ONLINE



LTTO

Leadership Interview Questions

Search for and follow COFA Online on:



Thank you for agreeing to be interviewed!

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Questions

- 1 Please briefly introduce yourself, your institution and your position.
- 2 Do you think online education is important? Why?
- 3 Should Universities be integrating it into their curricula? Why?
- 4 How do you see the online campus working with the 'real life' campus – is there room for both?
- 5 What are the benefits to the institution that online learning and teaching can bring?
- 6 What would be the most important consideration for establishing an effective online learning and teaching culture at an institutional level?
- 7 What is a potential obstacle that can stop effective online teaching practices developing?
- 8 What would be your best one piece of advice you'd give to other institutions that are embarking on online education initiatives?

For more information, visit the COFA Online Gateway website



Enquiries

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To find out more about the Learning to Teach Online project, please visit the COFA Online Gateway site.

www.online.cofa.unsw.edu.au

VISIT COFA ONLINE GATEWAY ►

LEARNING TO TEACH ONLINE



LTTO

Equity and Disabilities Interview Questions

Search for and follow COFA Online on:



About the project

On behalf of the Learning to Teach Online project team, Simon McIntyre, Rick Bennett, Karin Watson and Ian McArthur, thanks for agreeing to contribute to the ALTC funded Learning to Teach Online project! This short document outlines the questions we will be asking you during your interview. If you have any questions at all please contact Simon McIntyre at s.mcintyre@unsw.edu.au or Karin Watson at karin@unsw.edu.au

How will your interview be used?

The video footage from the interview COFA Online will conduct with you will be used in the production of a series of online resources as part of the Learning to Teach Online project. You can read about the project in detail here: <http://online.cofa.unsw.edu.au/learning-to-teach-online/about-the-project>

Your thoughts will be edited in juxtaposition with other tertiary learning and teaching experts and educators to form the basis of a series of instructional resources about developing successful online pedagogies.

*These resources are called **LTTO Episodes** and will be disseminated freely online.*

How will your case study episode be disseminated?

This project will use mainstream and broad-reaching online distribution channels to freely disseminate your episode to educators worldwide:



COFA Online Gateway

<http://online.cofa.unsw.edu.au>



iTunes U

<http://bit.ly/a8DgqO>



YouTube

<http://bit.ly/asZhil>

Your interview will work together with a series of other studies from tertiary institutions, and episodes outlining basic approaches in online pedagogy. These episodes will also connect with an online community COFA Online is currently establishing where teachers from all over the world can offer feedback, ask questions and get help with their own online teaching.

Your Interview

What you need to do to prepare for your interview

In order to make the interview with you go as smoothly and quickly as possible, there are a few things to make sure you have ready before COFA Online pays you a visit with our film crew:

- 1 Read the interview questions overleaf
- 2 Gather together any visual material you want showcased in the case study
- 3 Consider if there are any students we may be able to interview to represent the student perspective
- 4 Be ready to sign a standard video release form on the day of filming

Interview questions

Below are the questions we will be asking you during the interview. **Please keep your answers as brief and to the point as you possibly can!** The idea is that we will need short bites of a few sentences for each question that we can edit in with other responses, so please remember to be brief during the interview.

NOTE - We will be taking a semi-structured approach to the interview, meaning we may modify our questioning where appropriate depending upon your responses.

In your answers please recap the question being asked, as the questions will not be in the final edit.

Questions

- 1 Please briefly introduce yourself, your institution and your position.
- 2 Can you give a brief description of what is meant by Access, Equity and Disability?
- 3 From a teacher's perspective, how do these classifications differ and what do they mean in terms of teaching practice?
- 4 What are some of the challenges that students with disabilities or inequity in access can face in their learning?
- 5 Are there any unique challenges associated with learning online for such students?
- 8 What are the issues that need to be considered when preparing and teaching a course or program

to ensure the learning experience is equitable to all students?

- 9 Does online learning offer any solutions to these challenges, and if yes, in what way?
- 11 Can you describe some examples and/or case studies that have been successful in improving/ensuring equity in online contexts?
- 12 FOR FURTHER CONSIDERATION: Do you know any students that may be willing to be interviewed to represent the student perspective of the issues you have raised? If so would it be possible to arrange to contact these students through your unit?

For more information, visit the COFA Online Gateway website



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VISIT COFA ONLINE GATEWAY ►

LEARNING TO TEACH ONLINE



LTTO

Copyright Interview Questions

Search for and follow COFA Online on:



Thank you for agreeing to be interviewed!

Thanks for agreeing to contribute to the ALTC funded Learning to Teach Online project! This short document outlines the questions we will be asking you during your interview. If you have any questions at all please contact Simon McIntyre at s.mcintyre@unsw.edu.au or Karin Watson at karin@unsw.edu.au

How will your interview be used?

The video footage from the interview COFA Online will conduct with you will be used in the production of a series of online resources as part of the Learning to Teach Online project. You can read about the project in detail here: <http://online.cofa.unsw.edu.au/learning-to-teach-online/about-the-project>

Your thoughts will be edited in juxtaposition with other tertiary learning and teaching experts and educators to form the basis of a series of instructional resources about developing successful online pedagogies.

*These resources are called **LTTO Episodes** and will be disseminated freely online.*

How will your case study episode be disseminated?

This project will use mainstream and broad-reaching online distribution channels to freely disseminate your episode to educators worldwide:

	COFA Online Gateway	http://online.cofa.unsw.edu.au
	iTunes U	http://bit.ly/a8DgqO
	YouTube	http://bit.ly/asZhil

Your interview will work together with a series of other studies from tertiary institutions, and episodes outlining basic approaches in online pedagogy. These episodes will also connect with an online community COFA Online is currently establishing where teachers from all over the world can offer feedback, ask questions and get help with their own online teaching.

What you need to do to prepare for your interview

In order to make the interview with you go as smoothly and quickly as possible, there are a couple of things to do to prepare before COFA Online pays you a visit with our film crew:

- 1 Read the interview questions overleaf
- 2 List a basic series of technical steps of how to use different online systems if appropriate
- 3 Gather together any visual material you want showcased in the case study
- 4 Be prepared to sign a standard video release form on the day of filming

Interview questions

Below are the questions we will be asking you during the interview. **Please keep your answers as brief and to the point as you possibly can!** The idea is that we will need short bites of a few sentences for each question that we can edit in with other responses, so please remember to be brief during the interview.

Questions

- 1 Please briefly introduce yourself, your institution and your position.
- 2 What online resources can a university library offer to support academics in understanding copyright issues related to teaching online?
- 3 What are some common copyright issues that are raised when using online material?
- 4 What should teachers be aware of when using:
 - online video (uploading or embedding)
 - online text (from other online resources)
 - scanned material from printed publications for distribution to a class online
- 5 Are there different copyright rules or concessions for teachers and students?
- 6 Can you recommend any good online resources available to help academics understand copyright issues with online material? (have you seen this website? <http://copyrightkitchen.flexiblelearning.net.au/main.php>)
- 7 Do you have any other advice for teachers preparing an online supported course?

For more information, visit the COFA Online Gateway website



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VISIT COFA ONLINE GATEWAY ►

LEARNING TO TEACH ONLINE



LTTO

Assessment Interview Questions

Search for and follow COFA Online on:



Thank you for agreeing to be interviewed!

Thanks for agreeing to contribute to the ALTC funded Learning to Teach Online project! This short document outlines the questions we will be asking you during your interview. If you have any questions at all please contact Simon McIntyre at s.mcintyre@unsw.edu.au

How will your interview be used?

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Your thoughts will be edited in juxtaposition with other tertiary learning and teaching experts and educators to form the basis of a series of instructional resources about developing successful online pedagogies.

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How will your case study episode be disseminated?

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Your interview will work together with a series of other studies from tertiary institutions, and episodes outlining basic approaches in online pedagogy. These episodes will also connect with an online community COFA Online is currently establishing where teachers from all over the world can offer feedback, ask questions and get help with their own online teaching.

What you need to do to prepare for your interview

In order to make the interview with you go as smoothly and quickly as possible, there are a couple of things to do to prepare before COFA Online pays you a visit with our film crew:

- 1 Read the interview questions overleaf
- 2 Be ready to sign a standard video release form on the day of filming

Interview questions

Below are the questions we will be asking you during the interview. **Please keep your answers as brief and to the point as you possibly can!** The idea is that we will need short bites of a few sentences for each question that we can edit in with other responses, so please remember to be brief during the interview.

General questions

- 1 Please briefly introduce yourself, your institution and position and what you teach.
- 2 Can you describe the different types of online assessment strategies?
- 3 In what teaching scenarios might some of these be best used for?
- 4 What benefits can online assessment offer teachers?
- 5 What benefits can online assessment offer students?
- 6 What are some of the challenges or difficulties about online assessment?
- 7 How can these be overcome?
- 8 Do the same pedagogical approaches apply to assessing online as face-to-face?

Your own online assessment practice

- 9 Can you describe a class in which you use online assessment? (large group, small group, discipline, online, blended)
- 10 What was the reason you began using online assessment in this class?
- 11 Do you use summative or formative online assessment strategies, and can you briefly describe them?
- 12 Can you offer any advice to teachers who are thinking about planning an online assessment strategy?

For more information, visit the COFA Online Gateway website



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Appendix 7 Video deed





UNSW

THE UNIVERSITY OF NEW SOUTH WALES

PARTICIPANT INFORMATION STATEMENT AND CONSENT FORM

Learning to Teach Online

Participant selection and purpose of study

You (*i.e. the interview participant*) are invited to participate in a study of *Learning to Teach Online*. We, COFA Online, hope to learn what your experiences have been learning online in order to help teachers improve their online teaching practice. You were selected as a possible participant in this study because you were recommended by your lecturer, or were approached by COFA Online to take part in the interview.

Description of study and risks

If you decide to participate in an interview, we will ask a series of questions approved by the UNSW Ethics Committee. The interview will take about 5-10 minutes to complete and will be video recorded for inclusion in a series of video resources, which will be freely distributed via websites, YouTube and iTunes U. Your name and institution may be displayed over the footage of you, and will be included in any credits on the video. Your responses may also be edited. Videos will remain online indefinitely.

Confidentiality and disclosure of information

If you give us your permission by signing this document, we plan to use your comments in the aforementioned online videos, and there is also a possibility that we may discuss and/or publish a study based on student interviews in future research papers and journals. In any publication, information will be provided in such a way that you cannot be identified. Complaints may be directed to the Ethics Secretariat, The University of New South Wales, SYDNEY 2052 AUSTRALIA (phone 9385 4234, fax 9385 6648, email ethics.sec@unsw.edu.au). Any complaint you make will be investigated promptly and you will be informed of the outcome.

Consent – Interview Deed

Your decision whether or not to participate will not prejudice your future relations with the University of New South Wales. You have a period of one month after signing the initial agreement to revoke your consent to appear in the videos, after which period you may not revoke your consent, as videos will most likely be published after this period.

1. I authorise and grant the following rights to the Producer:
 - (a) to capture my image or voice by any means (collectively 'the Recording') and to reproduce, edit, alter, change, rearrange, add to or subtract from the Recording without restriction;
 - (b) to publish promote, distribute and exploit the Recording, and any rights in the recording throughout the universe in perpetuity in any and all formats and media now known or hereafter devised;
 - (c) to use my name, likeness, voice; biography or other information concerning me; (d) to assign or license the Rights of the recording (in whole or in part);
 - (d) to allow THE UNIVERSITY OF NEW SOUTH WALES ("UNSW") including its related entities and agents, to film and take photographs on the property noted overleaf.
2. I release the Producer from any and all claims and causes of action whatsoever (including, without limitation, any infringement or violation of personal and/or property rights of any sort (including defamation) arising from the production, promotion, distribution and exploitation of the Recording or any exercise of the Rights by the Producer.
3. I agree that the Producer solely owns all the right, title and interest (including present and future copyright) in the Recording throughout the world in perpetuity absolutely. Without limitation, I assign all right, title and interest (including present and future copyright) in the Recording and the results and proceeds of my participation in the Recording throughout the world in perpetuity in any and all media now known and hereafter devised. I also agree that the Producer is not obliged to use the Recording.
4. I warrant that: (a) I have full right, power and authority to enter into this Release; (b) the terms of this Release do not in any way conflict with any existing commitment on my part; (c) I am not entitled to any credit, further payment or other remuneration with respect to any exercise of the Rights. I agree that the Rights may not be withdrawn or revoked.
5. In this Release: (a) 'the Recording' includes any and all parts, copies and versions and any previously recorded material of me made by the Producer; 'the Producer' includes its successors and assigns; and (d) 'the Rights' means the rights in the Recording and other such rights and releases granted to the Producer pursuant to this Release.

6. This Release comprises the entire agreement between the parties in relation to its subject matter and no earlier agreement, understanding or representation in relation to any matter dealt with in this Release will have any effect from the date of this Release.
7. This Release is governed by and will be construed in accordance with the laws of New South Wales.

Consent – Possible future research conducted based upon interviews

If you change your mind about participating, you are free to withdraw your consent to be included in any future research we may undertake using the video interview without prejudice.

If you have any questions, please feel free to ask us. If you have any additional questions later, Mr Simon McIntyre 9385 0631 will be happy to answer them. You will be given a copy of this form to keep.

Consent Checklist

I understand that:

- ☐ I consent to being interviewed on video and accept the conditions outlined under ‘consent – interview deed’ above.
- ☐ My video interview may be shown in whole or in part in websites, YouTube, UNSW TV, iTunes U and other online distribution mediums and I understand it will be freely available for public online viewing for an indefinite timeframe.
- ☐ I consent to my interview being included in future research that may be published in journals or conference proceedings. I understand that in any such research I would not be personally identified.
- ☐ I may revoke my consent to be included in any research that may be conducted using these interviews in the future at any time.
- ☐ I understand I have a period of one month to revoke my consent to my video interview being used as part of the Learning to Teach Online project once given, as videos will be edited and released after this timeframe, and after this time I may not revoke my consent.

You are making a decision whether or not to participate. Your signature indicates that, having read the information provided above, you have decided to participate.

.....
Signature of Research Participant

.....
(Please PRINT name)

.....
Date

.....
Signature of Witness

.....
(Please PRINT name)

.....
Nature of Witness

REVOCATION OF CONSENT FOR FUTURE RESEARCH THAT MAY USE THE VIDEO INTERVIEW Learning to Teach Online

I hereby wish to **WITHDRAW** my consent to participate in any future research that may be undertaken on the video interviews in the future, and understand that such withdrawal **WILL NOT** jeopardise any treatment or my relationship with The University of New South Wales. I also understand that if I have signed the consent form, I may not withdraw my consent for my video interview's inclusion in the Learning to Teach Online video resources, as editing and publishing of video content may have already taken place.

.....
Signature

.....
Please PRINT Name

.....
Date

The section for Revocation of Consent should be forwarded to Simon McIntyre s.mcintyre@unsw.edu.au.

Appendix 8 UNSW copyright permission request



COPYRIGHT PERMISSION REQUEST

Student Name

Student's Institution

Dear **Student**,

I am seeking your permission to copy and communicate the following work:

The images, sketches, text and videos posted to your Example site on Blackboard while undertaking 'Example subject Title EXSU1290 with Your Teacher.

In the following manner:

In video format and media now known or hereafter devised, for the full term of the copyright:

Some of your images, sketches, text and/or videos are featured as a small part of an online educational video demonstration by Your Teacher, on how he/she uses Example within his/her courses and teaching. Your name, student number or any other personal details will not be identified. The video is part of the non-commercial "Learning to Teach Online" educational series <http://online.cofa.unsw.edu.au/learning-to-teach-online/about-the-project> which will be available on several open source websites such as YouTube and UNSW TV.

If you are willing to authorise this use of the cited material, please complete the attached authorisation and return the entire document to:

Simon McIntyre

Senior Lecturer

College of Fine Arts, The University of New South Wales

Greens Road

Paddington NSW 2021

Ph: (02) 9385 0631 Email: s.mcintyre@unsw.edu.au



I confirm that the work is my own, and warrant that I own the full copyright /am authorised to complete this
authorisation on behalf of the copyright owner in the above material:

Name (please print):

Signature:

Date:

Terms/conditions or comments:



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