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Introduction

The CEDIR 2002 Annual Report gives a brief summary of some of the key services and programs of support provided by CEDIR.

Our mission is to facilitate and support continuous development of high quality teaching and learning practices, products and services for the University of Wollongong community.

We work collaboratively with the University community to achieve our mission of enhancing University wide educational practice. The report covers the work ostensibly provided by CEDIR through the various teams that operated in 2002 to coordinate the major activities of our centre. The key service and program areas reported on are:

- Staff Development in Teaching and Learning
- Flexible Teaching and Learning Materials Development
- Subject Evaluations and Teacher Surveys
- Audiovisual Support and Teaching Spaces
- Learning Online and Future Technologies
- Learning Online with WebCT

Full information about CEDIR and the services provided by our three core units: Audio Visual Services, Educational Development Services and Flexible Learning Services are available from:

http://cedir.uow.edu.au

We hope you will find the report useful to provide some measure of the work carried out by one of the University's central support groups.

Helen Carter - Head

Centre for Educational Development and Interactive Resources

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Fax: (02) 4225 8312
E-Mail: helen_carter@uow.edu.au
Staff Development in Teaching and Learning

Introduction

CEDIR staff development in 2002 focused on a number of areas from our very important Introduction to Tertiary Teaching program, through to online teaching and learning and peer review and assessment.

A number of strategies were employed including faculty-based staff development programs negotiated on a needs basis; workshop and seminar programs which involved local, national and international leaders in a variety of fields related to teaching and learning; and a symposium program which highlighted the innovative practice of academic staff at the University of Wollongong.

As well, CEDIR was involved in initiating and participating in a number of key staff development projects, as well as producing our teaching newsletter and an update of our Introduction to Teaching booklet.

CEDIR staff work with faculties to determine what staff development is required to support the enhancement of teaching. Information on support available can be found at:

http://cedir.uow.edu.au/CEDIR/services/serv_workshops_01.html
Introduction to Tertiary Teaching

The Introduction to Tertiary Teaching (ITT) program this year saw 63 academic staff participate in the 30-hour face-to-face workshop program and 19 involved in peer observation of teaching within the ITT Learning Through Teaching Project.

ITT participation also continues to grow at the Dubai campus. Information about ITT can be found on the web at:

http://cedir.uow.edu.au/subjects/education/itt/

Faculty Based Staff Development Programs

CEDIR staff worked with groups and individuals preparing for teaching for:

- Loftus Campus
- Nursing degree for Bega Education Centre
- Development and refinement of subjects on offer on the South Coast and Southern highlands and at the Dubai Campus
- On campus subject development
Workshop and Seminar Programs

Workshop and seminar programs continued to present opportunity for interested staff to inform themselves about a range of topics including getting published, innovative teaching and learning practices, educational leadership and new developments.

- E-learning Leaders Series
- Online Teaching and Learning
- Evaluation of Teaching, Subjects, Course and Programs
- Flexible Learning Expo

The workshop and seminar program provided 74 workshops throughout the year, attracting 726 participants and representing a total of 3634 participation hours across the workshop program.

Staff Development Projects

Peer Review of Teaching

CEDIR developed guidelines for the introduction of a formative peer review of teaching process at the University of Wollongong.

Teaching Large Classes

CEDIR coordinated the University of Wollongong team on the AUTC Project Teaching Large Classes. The website is at:

Peer Observation

Maureen Bell, a CEDIR staff member, reviewed the peer observation of teaching programs at Australian universities. For more information go to:

http://www.ltsn.ac.uk/application.asp?app=resources.asp&process=full_record&section=generic&id=28

Teacher Recognition

CEDIR is taking part in piloting and developing the Teacher Recognition and Development Scheme being implemented by the Higher Education Research and Development Society of Australasia.

Staff Development Resources

UniTeaching UOW Newsletter

CEDIR’s teaching newsletter for academic staff is now in its third year and two editions have been distributed to all academic staff this year. The website is at:


Introduction to Teaching Booklet

The 2nd edition of CEDIR’s Introduction to Teaching booklet for new teaching staff was published and copies distributed to all new and existing academic and casual teaching staff. The website is at:

Flexible Teaching and Learning Materials Development

Flexible Learning Services

Introduction

FLS staff provide assistance to university teachers in the design, prototyping and development of high-quality teaching and learning resources. For further information:


In 2002 a new group called Learning Design was formed, to work alongside Interactive Media Production (IMP) under the umbrella of Flexible Learning Services (FLS). Learning Design have a particular emphasis on the development of reusable learning designs, generic development tools and quality assurance of learning products. Learning Design staff will advise and assist with: the information design of content; the design of learning interactions; and the interface design of learning materials.

The new Learning Design service is helping to streamline the process of Interactive Media Production. We expect that this will be measurable as a reduction in production time per project, as effective Learning Design input early on can save production hours.

In addition, Flexible Learning Services staff have noticed a marked increase in completion rates of projects during 2002. We are also aiming to see continued improvements in customer satisfaction.
Highlights for 2002

- All new Faculty Service Agreement projects have begun with a Learning Design consultation covering pedagogical and technological issues. Most of these projects have had the ongoing attention of a Learning Designer.

- Learning Designers have been part of the successful production teams of high profile ESDF (Educational Strategies Development Fund) funded projects across campus, example: Attributes and Outcomes Portfolio Project and Library Skills Project.

- A well-functioning starter website for new online teaching was designed. This increased the functionality of WebCT by providing improved tools and innovative uses of old tools. Websites:
  

- Flexible Learning Expo, FEC presentations and Learning Design workshops have all helped to increase awareness of Flexible Learning Services and the value of effective Learning Design processes as a way to quality assure and streamline the development of teaching and learning products at UOW.

- A computer based tool, ‘SuperVise’, which assists postgraduate supervisors to record consultations with students was researched, prototyped, tested and released.

- In October an online customer feedback form was set up to facilitate the collection of client satisfaction data. Valid comparative data (pre and post Learning Design) should be available for reporting in 2003.

Interactive Media Production Projects

The award winning staff of Interactive Media Production work in conjunction with Learning Design to assist university teachers develop effective learning tools and products.

EEO Online

Explore and understand equal opportunity issues on campus through this self-paced learning program.

Equity principles, terminology and application are explained through real-life case studies and interactive learning techniques.

This project was a joint development between University of Wollongong, Charles Sturt University, University of Newcastle and UTS.

Modern Perspectives on Science

Due to a need to stimulate accelerated High School students, who often complete HSC assessments in Years 10, 11 and 12, the new 1 Unit Science subject “Modern Perspectives on Science” has been offered to schools as a Board endorsed course in the new HSC.

The interdisciplinary subject deals with cutting edge topics from Biology, Chemistry, Physics and the Geosciences. Students are engaged in flexible delivery through a website and also attend four practical activities held on campus.
ODEOPE Merit Selection Techniques

This on-line training program in 10 modules brings Public Sector employees up to date on selecting the best person for vacant positions, using merit selection techniques and following NSW Public Sector procedures.

Each module features interactive learning activities, and there is an optional login feature enabling participants to be certified on completion of a course quiz.

The site meets all WC3 Priority 1 issues for accessibility and has been rigorously tested under a range of conditions including screen-readers for the vision impaired.

Male Domestic

The Male Domestic video project developed by Wollongong City Gallery includes an exhibition of photographs, objects and stories. It takes an unconventional and intimate look at a group within the community whose identity has often been solely defined by their gender, their ethnicity and their role as the “breadwinner” or provider - the migrant male.

Funded Project Breakdown

There were 23 funded projects active in 2002:

- 8 of these projects were ESDF funded
- 3 of these were CUTSD/CAUT/AUTC funded
- 7 of these were funded by a school, unit or faculty
- 5 were externally funded projects
Faculty Service Agreement

Free production assistance was provided by FLS through the annual Faculty Service Agreement (FSA) program. For further information:


No. of FSA Projects Initiated

<table>
<thead>
<tr>
<th>Faculty/Unit</th>
<th>Allocated FSA Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS</td>
<td>9</td>
</tr>
<tr>
<td>ASD</td>
<td>24</td>
</tr>
<tr>
<td>COMMERCE</td>
<td>6</td>
</tr>
<tr>
<td>CREATIVE ARTS</td>
<td>2</td>
</tr>
<tr>
<td>EDUCATION</td>
<td>9</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>4</td>
</tr>
<tr>
<td>HEALTH &amp; BEHAV. SCIENCE</td>
<td>10</td>
</tr>
<tr>
<td>INFORMATICS</td>
<td>2</td>
</tr>
<tr>
<td>LAW</td>
<td>3</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>7</td>
</tr>
<tr>
<td>WUC</td>
<td>1</td>
</tr>
</tbody>
</table>
Subject Evaluations and Teacher Surveys

Introduction

The University has a policy of encouraging teachers to seek regular feedback from students on their teaching as part of their personal program of career development and as a contributing factor to teaching improvement.

Feedback can be sought formally through surveys of teaching or informally as a routine self-managed component of normal teaching practice. CEDIR manages and provides access to instruments for both these approaches.

Teacher Survey

CEDIR administers and provides support for surveys to evaluate teaching. Student surveys use a standard questionnaire.

These surveys are required for promotion and tenure purposes. Teachers may also decide to do an evaluation to explore a specific issue or to assess a teaching innovation using their own questions.

Information about teaching and subject evaluation is available from:


Initial work has been completed on the development of a teaching survey which targets aspects of flexible delivery. During 2003, this will be trialled on a limited basis.
### UOW Teacher Survey Means 2002

<table>
<thead>
<tr>
<th>All Subject Levels</th>
<th>No. Surveys</th>
<th>No. Students</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>UoW Overall Total</td>
<td>521</td>
<td>20611</td>
<td>4.9</td>
</tr>
<tr>
<td>Faculty of Arts</td>
<td>68</td>
<td>1627</td>
<td>5.0</td>
</tr>
<tr>
<td>Faculty of Commerce</td>
<td>134</td>
<td>5749</td>
<td>4.8</td>
</tr>
<tr>
<td>Faculty of Creative Arts</td>
<td>15</td>
<td>347</td>
<td>5.0</td>
</tr>
<tr>
<td>Faculty of Education</td>
<td>27</td>
<td>1116</td>
<td>5.2</td>
</tr>
<tr>
<td>Faculty of Engineering</td>
<td>15</td>
<td>395</td>
<td>5.0</td>
</tr>
<tr>
<td>Faculty of Health &amp; Behavioural Sciences</td>
<td>65</td>
<td>2355</td>
<td>5.1</td>
</tr>
<tr>
<td>Faculty of Informatics</td>
<td>111</td>
<td>5027</td>
<td>4.8</td>
</tr>
<tr>
<td>Faculty of Law</td>
<td>44</td>
<td>1914</td>
<td>5.0</td>
</tr>
<tr>
<td>Faculty of Science</td>
<td>32</td>
<td>2081</td>
<td>5.0</td>
</tr>
</tbody>
</table>

### Standard Subject Survey

In 2001 a new Standard Subject Survey was trialled. As a result a revised survey was incorporated within the Subject Online Survey (SOS) system in 2002.

Six classes in all, across three faculties, used the survey at the end of Session 2, 2002. Data has yet to be retrieved and analysed from this trial. This survey will provide a means of comparison of the students' perception of subjects across campus for the first time.

### Subject Online Survey (SOS)

A new version of SOS was implemented and is now being used widely.
The main features include:

- An open question function which greatly increases the flexibility of the system
- Revised question sets
- Increased robustness
- Increased security
- Improved user interface functionality
- Data return which mirrors that of Teaching Evaluations

This has positioned SOS to become a versatile and flexible tool, with minimal cost overheads that:

- Supports staff in reflective practice on their teaching and learning
- Supports the professional development of all staff
- Supports the collection of data for almost all purposes both on campus and off-shore
- Has the potential to become the vehicle for all evaluation processes at UOW in the future

Quality Improvement Program

Throughout 2002, a framework, tools and processes were developed and trialled in support of the University’s cycle of quality improvement.

These will form part of the 2003 Quality Improvement Program which will cover:

- Review and maintenance of Learning OnLine operations
- Technical review of online subjects, in collaboration with site owners
- Faculty support for pedagogical review tools and data
Audiovisual Support and Teaching Spaces

Introduction

CEDIR is responsible for teaching and learning technology in the university’s common teaching areas, videoconferencing and audioconferencing. This consists of over 170 common teaching areas on the Wollongong and Shoalhaven campuses, as well as teaching facilities at Sydney, Moss Vale, Batemans Bay and Bega.

Information about common teaching areas:

Information about videoconferencing and audioconferencing can be found at:

CEDIR is also responsible for the supply, maintenance and control of portable equipment issued to students and staff on a loan basis. Information about borrowing equipment can be found at:
http://cedir.uow.edu.au/CEDIR/services/serv_borrowequip_01.html

Highlights for 2002

- Equipped eleven new rooms with permanent projection facilities and upgraded theatre 25.107
- Installed over twenty help phones to allow direct access to AVS technicians for operational assistance and the reporting of technical problems
- Introduced mechanisms to better facilitate feedback on AVS equipment and service
Added a videoconference site at the Moss Vale Access Centre

Upgraded videoconference facilities at Wollongong

Designed and commissioned a rebuild of 20.5 as a videoconference theatre

Upgraded analogue audio and video recording loan equipment with digital technology

Updated the AVS loans policy to better deal with the introduction of, and demand for, new technology

Introduced CTA help phone logbooks to track technical faults and operational difficulties

Introduced monitoring and assessment of the technical performance of videoconferences

Put tracking in place for equipment loans, which helps identify those rooms and subjects most in need of technology and allows planning of the installation of permanent projection facilities

Provided operational training each session for theatre users and one-on-one instruction to academics on request
Learning Online and Future Technologies (LOFT)

Introduction

LOFT’s aim is to enhance teaching and learning through providing staff development opportunities in the use of current and future technologies in learning and teaching.

Visit the LOFT website at:

http://cedir.uow.edu.au/LOFT

Highlights for 2002

- Developed pilot educational DVD - “Well Connected”. The DVD is about the use of videoconferences in teaching and learning

- Trialled Collaborative, User-Produced, Internet Documents (CUPID). This attracted an ESDF grant of $11,000 to build prototype web pages that can be written and edited by members of a group

- Wrote a discussion paper and conducted an evaluation on the software and hardware solutions for the streaming of media-rich content via the internet

- Wrote discussion papers on recording lectures to start discussion among University teachers and CEDIR staff

- Ongoing investigation of handheld computing

- Ongoing investigation of wireless network
Lunchtime Dialogues

LOFT frequently hosts Lunchtime Dialogues which can be viewed at: http://cedir.uow.edu.au/loft/whatson/

Within each seminar a recent, new or emerging technology will be demonstrated/described and feedback will be sought on how this technology may be used in teaching and learning.

Examples included:
- Use of handheld computers in learning
- Selection of technologies for learning
- Educational DVD
- Database driven websites
- Streaming

A total of 60 staff (general/academic) attended the dialogues.

CEDIR Technology Team

The aim of the CEDIR Technology Team (CTT) is to review, improve, solve, recommend and document all CEDIR technology issues.

Highlights for 2002
- Investigation of upgrade to network infrastructure and improved server security
- Investigated and made recommendation on portable technologies
- Investigated wireless technologies
- Formalised cross-platform compatibility
- Developed a fault-reporting database

Although CTT is centred specifically around CEDIR, the recommendations and issues raised by the team provide information beneficial for other units within the University community.

The teams key roles are:
- Distribution of all hardware and software resources for CEDIR
- Investigation of new technologies for CEDIR
- Safety and security of all equipment including the management of all servers
Learning Online with WebCT

Introduction

CEDIR staff are active members of the Learning Online team, with ITS and Library staff. The team was formed to support all aspects of online learning with a specific focus on the University’s preferred platform, WebCT. Team members provide training and resources for staff, create new sites and recreate old ones, manage student and staff access to sites, manage the computers that host WebCT and assist staff in solving technical and pedagogical problems.

CEDIR provides educational, technical and administrative support for the centrally provided learning management system.

For further information:

http://www.uow.edu.au/LOL/staff.html

Highlights for 2002

- Automation of registration, class enrolment updates and an online form allowing registration in a global database
- Extensive self-help resources provided for staff via illustrated online task procedures
- Continued to identify and document advantages and disadvantages of alternative learning management systems and make recommendations accordingly
- Redesigned site notification process and form
- SMP and WebCT collaboration established
- Establishment of LOLcentral support person to coordinate WebCT requests
Key Statistics

LOLcentral Activity Report

Total number of LOLcentral action items:

<table>
<thead>
<tr>
<th>Year</th>
<th>Period</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td>(1 Jan - 31 Dec)</td>
<td>490</td>
</tr>
<tr>
<td>2002</td>
<td>(1 Jan - 31 Dec)</td>
<td>1062</td>
</tr>
</tbody>
</table>

LOLcentral phone enquiries:

<table>
<thead>
<tr>
<th>Year</th>
<th>Period</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002</td>
<td>(22 Jul - 18 Dec)</td>
<td>103</td>
</tr>
</tbody>
</table>

WebCT Usage Summary 2002

During 2002, use of WebCT involved:

- 42% of subjects
- 58% of all staff (72% using permanent staff figure only)
- 88% of students

<table>
<thead>
<tr>
<th>Category</th>
<th>WebCT</th>
<th>UOW⁶</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>842</td>
<td>2026¹</td>
</tr>
<tr>
<td>Staff</td>
<td>939</td>
<td>1607²</td>
</tr>
<tr>
<td>Students</td>
<td>16895⁴</td>
<td>19273³</td>
</tr>
</tbody>
</table>

WebCT History

<table>
<thead>
<tr>
<th>Total sites established (1 Jan-31 Dec)</th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects</td>
<td>213</td>
<td>644</td>
<td>842</td>
</tr>
<tr>
<td>Research - ongoing</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Projects - established</td>
<td>13</td>
<td>56</td>
<td>67</td>
</tr>
<tr>
<td>Projects - ongoing</td>
<td>0</td>
<td>11</td>
<td>54</td>
</tr>
<tr>
<td>Multi intakes</td>
<td>0</td>
<td>84</td>
<td>134</td>
</tr>
<tr>
<td>Staff - all instances</td>
<td>230³</td>
<td>794⁴</td>
<td>2373</td>
</tr>
<tr>
<td>Students¹</td>
<td>18178</td>
<td>43880</td>
<td>51691 @ 14/08/02</td>
</tr>
<tr>
<td>Students - all instances</td>
<td></td>
<td></td>
<td>35730 @ 10/10/02</td>
</tr>
</tbody>
</table>

Notes

1. Total number of visible and active subjects offered by UOW in 2002 is 3326, however only 2026 subjects have enrolments. The latter figure was used for % comparison.
2. FTE of permanent staff is 1302 and FTE of casual staff is 305. An 'all staff' was used in table.
3. Figure indicates student bodies, not EFTSU which is 13,800.
4. Figure does not include students in course and multi course sites.
5. UOW figures supplied by the Strategic Planning Unit.
6. Records are not complete for this year as site owners were able to add support staff locally.
7. Records are not available for this year, however most sites contained site owners only.
8. Figures include multiple instances as students may be registered (enrolled) in more than one site at the same time and in more than one session each year.
Future Challenges

The challenges ahead for CEDIR lie in being able to efficiently and effectively allocate our limited resources and to work collaboratively with other units in the areas of most need. All areas that CEDIR is active in have experienced increased demands for support.

- Support for teachers

The University demands for continual improvements in the quality of our teachers has seen the Introduction to Tertiary Teaching course restructured and the number of times it runs, doubled. Additional support is also being provided to tutors and demonstrators.

- Teaching and learning products are more complex

The number of requests for production support has remained high but, as staff have become more technologically and pedagogically literate, the type and complexity means challenges in the skills of support staff needed.

- Demonstrating improvements in teaching

Increasingly survey requirements are going beyond those required for promotion and tenure purposes. There are demands to ‘comparatively’ demonstrate improvements in teaching and to look at how peer review could be used.

- Number of teaching spaces has more than doubled

The upgrading of teaching space technology, the installation of projection systems in rooms previously without equipment, providing on-call support and upgrading analogue audio and video recording equipment with digital technology, have all to be addressed. Demand for loan equipment for computer presentations by both staff and students has experienced a dramatic rise over the past three years.
Supporting and understanding changes in teaching technologies

CEDIR continues to trial and investigate new technologies in teaching and learning. An increasingly important function is creating a dialogue space for discussions about future technologies.

Increased support for teaching online

The use of the WebCT course management system to support online teaching has maintained a steady rise, along with an increased demand for technical, administrative, operational and pedagogical support. Continuing to maintain a highly successful, high quality and fully integrated service is essential.

CEDIR is committed to working collaboratively with the University community to enhance University wide educational practice. The increased demands for CEDIR support, although presenting organisational challenges, also provide indicators of CEDIR’s success.