Innovations in e-Learning: from online classes to an online fieldtrip

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Introduction of e-Learning

Beacon of Enlightenment outlines the University’s commitment to ‘providing flexible learning and e-learning to meet new student needs’, so that ‘learning will be better supported by digital learning resources’ and ‘high quality content can be effectively delivered online with demonstrable pedagogical integrity’.

Technology is increasingly being used:
• to facilitate active learning and collaboration
• to engage/support students via richer learning experiences
• to accommodate different styles/modes of learning
The e-Learning Community of Practice

e-Learning CoP evolved from MOOC CoP
Now comprises academic and professional staff, and students, interested in all things e-learning:

- development of digital learning resources
- transition of courses from face-to-face to online
- evaluation of e-learning strategies and impact on student learning outcomes
The e-Learning Community of Practice

e-Learning CoP aims:
• to network with colleagues from across the University
• to share approaches/experience in developing online content
• to showcase examples of online content
• to evaluate e-learning ideas, strategies and software

Introductions to: video production studio, learning catalytics, Canvas and Echo360, digital literacies framework, software (Camtasia, Powtoon)... and e-learning exemplars!
Online classes: The MOOC approach

Several wine education classes to be delivered online

- Foundations of Wine Science  T1, core course, n=30
- Foundations of Wine Science 1 S1, core course, n=60
- Rise of an Icon Winter School, n=20
- Grape and Wine Production T3, core course, n=30

Online delivery affords:

- flexible delivery outside the traditional academic calendar
- teaching efficiencies
- ‘learning... better supported by digital technologies’
Online classes: The MOOC approach

Trialled online delivery of FWS in T1 in 2016...
But not ideally… online delivery = uploading lecture recordings

Two key concerns: (i) student performance  
(ii) student satisfaction
## Online classes: The MOOC approach

<table>
<thead>
<tr>
<th>Course SELT Questions</th>
<th>2015 PG FWS</th>
<th></th>
<th>2016 PG FWS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>%BA</td>
<td>Mean</td>
<td>%BA</td>
</tr>
<tr>
<td>This course has clearly identified learning outcomes.</td>
<td>6.5</td>
<td>100</td>
<td>6.4</td>
<td>100</td>
</tr>
<tr>
<td>This course is well organised.</td>
<td>6.6</td>
<td>100</td>
<td>5.6</td>
<td>87</td>
</tr>
<tr>
<td>This course has a workload that is appropriate for the achievement of its learning outcomes.</td>
<td>6.5</td>
<td>100</td>
<td>6.0</td>
<td>93</td>
</tr>
<tr>
<td>This course uses appropriate strategies to engage me in my learning.</td>
<td>6.4</td>
<td>100</td>
<td>5.8</td>
<td>87</td>
</tr>
<tr>
<td>This course uses appropriate resources to help me achieve its learning outcomes.</td>
<td>6.5</td>
<td>100</td>
<td>5.7</td>
<td>87</td>
</tr>
<tr>
<td>This course uses methods of assessment that help me achieve its learning outcomes.</td>
<td>6.2</td>
<td>100</td>
<td>5.7</td>
<td>93</td>
</tr>
<tr>
<td>This course helps me to develop my thinking skills (eg. Problem solving, critical analysis).</td>
<td>6.1</td>
<td>93</td>
<td>5.7</td>
<td>100</td>
</tr>
<tr>
<td>This course has a learning environment that takes into account student diversity.</td>
<td>6.1</td>
<td>93</td>
<td>5.9</td>
<td>86</td>
</tr>
<tr>
<td>My learning in this course is supported by effective feedback.</td>
<td>6.1</td>
<td>93</td>
<td>5.9</td>
<td>93</td>
</tr>
<tr>
<td>Overall, I am satisfied with the quality of this course.</td>
<td>6.1</td>
<td>93</td>
<td>5.5</td>
<td>87</td>
</tr>
</tbody>
</table>
Online classes: The MOOC approach

Course design now based on Wine101x MOOC... in Canvas
Online classes: The MOOC approach

Instructional videos

Industry interviews

L&T project to evaluate impact on student learning
Online classes: Re-purposing MyMedia

Opportunity to re-purpose MyMedia assets during transition from MyUni to Canvas

Target = class of ~ 400
Face-to-face lectures
Downloadable slide set
MyMedia recording

Develop self-paced, interactive content
Online classes: Re-purposing MyMedia

Existing content edited to generate Articulate Storyline slides
Online classes: Re-purposing MyMedia

MyMedia recordings embedded with PowerPoint slides
Table of Contents allows facilitates convenient functionality
Online classes: Re-purposing MyMedia

Checkpoint questions enhance interactivity

Valuable resources (guest lectures) can be retained!
Online fieldtrip: showcasing e-learning

e-Learning has potential to solve L&T issues:
  • flexible delivery outside the traditional academic calendar
  • teaching efficiencies
  • ‘learning... better supported by digital technologies’

L&T issue: How do you take ‘1,000s’ of students on fieldtrips? i.e. to a commercial winery... in the middle of vintage... ...to provide a more engaging learning experience!

Answer: via an online fieldtrip!
Online fieldtrip: showcasing e-learning

Development of the online fieldtrip to Yalumba winery provides an exemplar of e-learning potential and approach

Three key phases of development:
• pre-production (storyboarding, scripting)
• production (filming, recording)
• post-production (editing, delivery)
Online fieldtrip: showcasing e-learning

Produced with external video producer (Visionation)
• On-site filming (4 days)
• Audio-scripting/recording (1 day?)
• Video editing (1 day?) interviews only

Assets compiled by AdelaideX for delivery via edX platform (but also for Canvas)
Online fieldtrip: showcasing e-learning

Graphic design: $120 (Fiverr)
Brand issues (for UA & Yalumba!)
Online fieldtrip: showcasing e-learning

Graphic design: $500 (Architectural design graduate)
Online fieldtrip: showcasing e-learning

Acknowledgements

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