

## STUDENT EXPERIENCE PROJECT

### SCHOOL/DIVISION-BASED PROJECT PROGRESS REPORT

| Section 1: Project Overview |   |       |                         |
|-----------------------------|---|-------|-------------------------|
| Project title               | Enhancing learning for distance students: materials for visually oriented learners  |       |                         |
| School/Division             | LearnLink   |       |                         |
| Project leader              | Nicola Rolls  |       |                         |
| Phone                       | x6142   | Email | Nicola.rolls@cdu.edu.au |
| Project rationale           | <p>The core business of LearnLink is academic language and learning (ALL) and a large percentage of students in our programs are external. For example, in 2008 there were 846 external students enrolled in the common unit CUC100. At present, Learnlink's distance mode units in ALL are provided as written text either hardcopy or online. This is necessary because academic literacy is essentially concerned with reading and writing texts - concepts that do not lend themselves to pictorial or multidimensional representation. (By contrast a subject in biology, for example, might utilise an animated three dimensional image of the muscular system in its online materials.)</p> <p>Because this makes the learning experience relatively one dimensional for students, students who learn more effectively through auditory and visual stimulation are potentially disadvantaged. Additionally, because external students must rely on reading for most of their instructional materials, those who are not confident or practiced at reading expository texts for long periods of time are also disadvantaged by not having access to face to face explanations of concepts.</p> <p>This project seeks to explore ways of meeting the needs of all of our students and insure that we are providing our internal and external students with equitable learning experiences. We propose to do this by:</p> <p>1/ Ensuring the range of opportunities for learning of internal and external LearnLINK students are matched as closely as possible through the use of innovative online resources, for example: live classroom, blogs, wiki's.</p> <p>2/ Producing a series of audio visual resources which capture key concepts in academic language and learning and where applicable their other subject areas.</p> |       |                         |
| Key actions                 | <ol style="list-style-type: none"> <li>1. Develop audio visual learning resources for LearnLink programs:               <ol style="list-style-type: none"> <li>a) film clips on the key generic skills areas</li> <li>b) films for specialist areas in LearnLink programs</li> </ol> </li> <li>2. Ensure key concepts are presented in a way that provides students with a "human" presenter and injects the spontaneity and informality of a tute presentation</li> <li>3. Make the film clips/podcasts available as academic skills resources in programs across the university by including them as standard links in all Learnline sites</li> <li>4. Produce audio visual CDROMs of the series for use by students with bandwidth problems and for sale as a stand alone educational audio visual</li> </ol>  |       |                         |

| Section 2: Review of Progress  |   |
|--|---|
| Achievements to date and key actions completed<br>(Summarise the work completed in no more than half a page) | <p>TEP and CU staff have been consulted and subject matter and "performers" for the videos have been confirmed.</p> <p>A camera man has also been recruited.</p> <p>We have also decided to organise PD for filming and uploading films so that the provision of audio visual material online can become a regular and more spontaneous option. So for example, tutors might record a session on unpacking particular assignments questions and put that online for students.</p> |

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| Challenges encountered<br>(Summarise the challenges, if any, you have faced and the measures taken to address these)           | Challenges at this point are mainly time since TEP and Common unit staff are also in the process of course renewal.  |
| Changes to timeframe<br>(Indicate any changes to the project's timeframe)  | While we hoped to trial a video online in Semester 2, we won't be trialling it until summer semester.                |
| Additional assistance required<br>(Indicate whether further help is needed from TLDG or other sources to complete the project) | We may require some assistance developing PD in filming and uploading videos if such expertise is available in TLDG. |

### Submitting your progress report

Completed progress reports should be submitted to Sharon L Watson by email, fax or mail:

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