QUT

Teaching and Learning Development
Large Grant Scheme

Teaching and Learning Large Grant Forum
Tuesday 7 November, 2006

Towards critical, collaborative and creative
ICT literacies:
Integrating innovative on campus and online
learning environments

| https://olt.qut.edu.au/udf/ICTLIT/ | https://wiki.qut.edu.au/display/ICTLIT |

Table of contents	**Page**

1. Project Team

Key support people:

Dr. Axel Bruns	Project Director
Ross Daniels	Project Director
Jude Smith	Project Director
Adam Swift	Research Assistant and Project Administration

Case Study Leaders and Participants, Humanities and Human Services units:

Dr. Beatrice Atherton	HHB066: French
	HHB320: Independent Project 1
Dr. Phil Crane	HHB100: Introduction to human services
Waveney Croft	HHB116: Applied skills and scholarship
Ross Daniels	HHB114: Introduction to human rights and ethics
	HHB222: Human services practice: legal dimensions
Dr. Astrid Gesche	HHB096: German 6
	HHB098: German 8
Jenny Kaighin	HHB100: Introduction to human services
Judith-Ann Oliver	HHB301: Advanced professional practice
Dr. Lester Thompson	HHB103: Contemporary social and community issues

Case Study Leaders and Participants, Creative Industries Faculty units:

Dr. Barbara Adkins	CIF Postgraduate research students
Craig Bolland	KWB205: Creative writing project
Dr. Leo Bowman	KJB303: News production
Dr. Axel Bruns	KCB202: New media technologies
Dr. Susan Carson	CIF Postgraduate research students
Susan Hetherington	KJB303: News production
Dr. Glen Thomas	KKB009: Writing for creative industries

2. Project Summary

This project focuses on integrating and extending online learning and teaching within the context of the QUT Graduate Capabilities across the School of Humanities and Human Services and the Creative Industries Faculty. It is based on the recognition that evolving work practices and the proliferation of Information and Communication Technologies (ICTs) mean that generic capabilities for students increasingly include critical, collaborative and creative ICT capacities. Accordingly, it is essential that academic staff share these capacities and are empowered to evaluate, manipulate and integrate a range of technologies into innovative pedagogical practices.

The project therefore seeks to create integrated learning environments that enable students to develop critical, collaborative and creative ICT literacies for real world contexts. It does this by creating communities of practice among staff across the School of Humanities and Human Services and the Creative Industries Faculty who will work collaboratively within a social constructionist framework to redesign 11 strategically targeted units and CIF PASS scheme across the year levels at both faculties.

3. Project outcomes

The outcomes of this project will be:

a. Redesigned units that utilise and foster critical, collaborative and creative ICT literacies
b. Student-centred and socially-constructed learning environments that integrate online and face-to-face modes to enhance learning
c. Broader and more effective use of existing and emerging online learning and teaching technologies across both faculties
d. Communities of practice which contribute to sustainable and scholarly innovation in the culture of learning and teaching, and stronger links between the two faculties
e. Knowledge about the effectiveness of the proposed staff development model, and particularly its applicability to the induction of new academic staff

These outcomes will be achieved by proceeding collaboratively in three overlapping stages: (i) preparation and planning; (ii) implementation; and (iii) evaluation and dissemination, supported by the integration of regular project-wide workshops and online reflective diaries structured around cycles of reflection, knowledge sharing and evaluation.

4. Key terms

Critical ICT Capacities

Critical ICT capacities focus on a deep, socially contextualised understanding of technology, and the application of problem solving and critical thinking to use technology effectively.

Collaborative ICT Capacities

Collaborative ICT capacities are increasingly necessary as distributed work environments require the ability to effectively and ethically manipulate a range of technologies to communicate and collaboratively construct knowledge.

Creative ICT Capacities

Creative ICT capacities provide the ability to create and manipulate content that serves social goals, rather than merely retrieving and absorbing information.

5. Key terms – core technologies

Learning tools and technologies utilised in this project are:

Advanced OLT capabilities including group work areas, discussion forums, integrated multimedia, and communication tools.

Blogs - For individual learner-driven publishing and peer reviewing of work-in-progress and collaborative engagement with learning resources.
As chronologically organised content management systems which provide space for individual users and groups of users to regularly post content, blogs are particularly useful for ongoing personal and collaborative reflection through time, and communicative and collaborative engagement between peers. They focus on a temporal organisation of content, and are therefore most appropriate for predominantly diachronic uses.

Wikis - For the collaborative and iterative development of shared resources with possibility for publication of final outcomes and reuse in future semesters and other units.
As organisationally flexible content management systems built on a networked information structure, wikis are particularly useful for the spatial organisation of information and knowledge. They allow for a collaborative and iterative development of content, and are

therefore most appropriate for predominantly synchronic uses (potentially involving large numbers of participants), which may be repeated over time.

Technical development in this project focussed on using out-of-the-box, open source solutions. For the blog system, the Drupal content management suite was chosen (drupal.org, drupaled.org); for wikis, we utilised MediaWiki (mediawiki.org) at first, and Confluence (www.atlassian.com/software/confluence) in a later iteration. Blogs and wiki systems were fundamentally different at first in that a unified blog solution could support all participants in the project, while individual wikis had to be set up for each participating unit; the move to Confluence (which supports multiple separate wiki spaces within the one installation) solved this problem. (The need to set up multiple separate wiki installations would mean significant maintenance workload in the future.)

Both systems had to be modified to integrate with the QUT server and user authentication environment; due to funding limitations in the grant, we were restricted to developing basic workarounds for effective integration. Future mainstreaming of blog and wiki functionality will require a more thorough integration of such tools with the overall QUT learning and teaching environment.

Future mainstreaming of blog and wiki functionality will also need to consider the placement of such tools in the overall learning environment. Wikis are collaborative, project-based content development spaces which translate relatively straightforwardly to units, assignments, and other defined projects; they are used by a group of users in pursuit of a central defined purpose, and can therefore be embedded effectively as added functionality in existing OLT sites, for example. Blogs, on the other hand, are centred around the individual blogger, and profit from ongoing long-term rather than project-based short-term use. Their availability only as separate, unit-specific tools would be most counterproductive. Instead, they can be seen as more analogous to the student portfolio system, which enables students to track their learning experiences and outcomes throughout and beyond their degrees, and which may be used as part of assessment projects in individual units along the way, but is otherwise not unit-specific. It is crucial that such differences are respected in the mainstreaming of blogs and wikis as learning and teaching tools, in order to avoid deployment models which fatally undermine their intent.

6. Developing a community of interest

Towards critical, collaborative and creative ICT literacies,

Teaching and Learning Development Large Grant Scheme Workshops

The implementation of the grant and its associated outcomes were achieved by proceeding collaboratively, as a community of interest, in three overlapping stages:

1) The preparation and planning of project activities ;
2) The implementation of project activities; and
3) The evaluation and dissemination of project outcomes.

This process was supported by the integration of regular project-wide workshops structured around a cycle of reflection, knowledge sharing, and evaluation.

To date, 9 Large Grant Workshops have been held:

Workshop	Date
Workshop 1: Introduction to Grant	February 21, 2005
Workshop 2: Tools and Applications	March 29, 2005
Workshop 3: Planning and Developing	June 15, 2005
Workshop 4: Assessing and Evaluating Learning	September 1, 2005
Workshop 5: Refining Learning and Assessment	November 25, 2005
Workshop 6: Developing CCC Assessment Criteria	Feb 14 2006
Workshop 7: Case study review and evaluation	April 17, 2006
Workshop 8: Evaluation and Dissemination	June 19, 2006
Workshop 9: Where to from here?	November 9, 2006

The aim of these Large Grant Workshops has been:

- To clarify the outcomes and expectations of the grant.
- To outline the support available to the grant.
- To extend understanding of tools and applications that could support students' development of Critical, Collaborative, and Creative ICT capacities.
- To review strategies for evaluating the various case studies and their impact on student learning.
- To extend understanding of Critical, Collaborative, and Creative ICT capacities and approaches to developing, evaluating, and assessing these literacies through learning.
- To identify directions for professional development.

Through the participation of team members at these Large Grant Workshops a set of key objectives has emerged that defines the community of interest surrounding the teaching of Critical, Collaborative, and Creative ICT Capacities. These objectives are:

- To share the focus, purpose and theoretical framework of the project.
- To build a collaborative spirit among team members.
- To build team ownership of the process and outcomes of the Large Grant.
- To build an understanding of Advanced OLT tools including Groupwork Areas, Chatrooms, Discussion Forums, and Personal logs and Reflective Journals, and other ICT applications including Blogs and Wikis.
- To understand what learning tasks can be best integrated with ICT learning tools to enhance and support Critical, Collaborative, and Creative ICT Capacities.
- To understand how ICT tools and applications can be utilised to support identified learning outcomes and to extend and enhance support students' development of Critical, Collaborative, and Creative ICT capacities in a fashion appropriate to unit aims and objectives.
- To discuss collaboratively ideas for the development of Critical, Collaborative and Creative ICT Capacities within various CIF and HSS units.
- To develop environments that support student engagement in the construction of knowledge and student ownership of their own learning.
- To embed the teaching and learning of Critical, Collaborative, and Creative ICT Capacities in realistic and relevant contexts.
- To evaluate the cognitive and pedagogical outcomes of student engagement with ICTs.
- To develop a pool of associated quizzes, surveys and focus groups discussion questions for student evaluation of teaching and learning.
- To collaboratively identify and prioritise the core activities and future objectives for the project.
- To develop a continuing conversation around the question 'where to from here?'

7. Key examples, individual case studies

HHB114 Introduction to Human Rights and Ethics
Case study participant, Ross Daniels

Overview:
This is a first year unit offered in both semesters with a total student population of 500 over the year. The unit provides students with an understanding of human rights and ethics and encourages them to think reflectively and critically about a range of contemporary international, regional, and national human rights issues. The unit encourages students to engage with their learning using a range of ICTs ranging from advanced functionalities on OLT (including OLT Group Functionality, Audio/Video presentations, email archive, PowerPoint presentations, discussion forums, chat facility, a current affairs watch, and relevant web sites) through to emerging technologies such as RSS feeds and Podcasts.

Examples:
The HHB114 OLT site provides links to all Audio/Video presentations, email archive, chat facilities, and discussion forums. It can be found at:
https://olt.qut.edu.au/HHS/HHB114/index.cfm?fa=dispHomePage

Evaluation process and outcomes:
A student focus group was run towards the end of Semester 2. Participants were invited to discuss the use of ICTs within this unit, before providing some written comments to an evaluation questionnaire.

- Students found that the various ICT resources used in this unit provided an excellent 'all-in-one' resource base for their learning.
- Students found that the inclusion of these materials provided a permanent record and a useful starting point for research assessments.
- Students found that the inclusion of video lectures were an invaluable tool for understanding research and lecture topics.
- Students found that sometimes the use of video extended into what would otherwise be valuable discussion time.
- Students found that the range of ICT resources was occasionally overwhelming and provided them with an overload of information.
- Students would like to have seen the incorporation of an online quiz or possible practice exam questions included for each lecture topic.

HHB103 Contemporary Social & Community Issues
Case study participant, Dr Lester Thompson

Overview:

The unit HHB103 Contemporary Social and Community Issues has since its inception focused on the construction of social issues and their analysis. As a result of the CCC ICT Literacy project it has been re-written so that its objective focuses on critical literacy and collaborative skills to develop these outcomes. The unit now includes an increased focus on collaborative development of critical literacy. This is assisted by the use of small and large group sized discussion forums and the use of a Wiki into which students can post their issue analyses.

Such an approach acknowledges the high conceptual analysis required for critical social-issue literacy, the constructivist nature of such analytical development, and the interactive conceptual testing that might facilitate development in this area. As such this unit focuses on facilitating collaborative conceptual development and reality testing, rather than on ICT literacy itself.

Examples:

The HHB103 Group discussion forum can be found at:

https://olt.qut.edu.au/HHS/HHB103/sec/index.cfm?fa=displayPage&rNum=2945506

The HHB103 Issupedia can be found at:

http://collaborate.ci.qut.edu.au/Issuepedia/index.php/Main_Page

Evaluation process and outcomes:

A student focus group was run towards the end of Semester 2. Participants were invited to discuss the use of ICTs within this unit, before providing some written comments to an evaluation questionnaire.

- Students enjoyed using the Wiki and felt that this was a useful direction for university assignment work.
- The Wiki helped student learning by exposing students to new technologies. This was seen as ultimately aiding in the understanding of all university courses.
- It was proposed that greater training be provided in order to ensure students are able to understand the full range of potentials in the technology. Students found, without training, that it was initially difficult to learn how to use the technology.
- Motivation for using the Wiki was predominately driven by assessment based requirements. Students felt that they were unable to contextualise why they were using this technology for assessment activities, and expressed a desire for Wiki based assessment work to have a more refined sense of purpose.

- Without a well defined sense of purpose, students did not appreciate the potential to work collaboratively on assessment work. Thus, while students appreciated the ability to work asynchronously on group projects, the majority of the group work occurred at university in a shared computer environment.
- Students also expressed a desire for easier online discussion during the collaborative process.
- Students felt that the Wiki was a useful supplementary tool for their university learning, but did not wish to see this as a replacement to existing modes of engagement.

HHB200 – Working in Human Services Organisations
Case study participant, Dr Lester Thompson

Overview:
The unit HHB200 Working in Human Service Organisations responds to the need for professional human service workers to integrate into and function powerfully within their organisational context. It recognises the importance that both knowledge and practice wisdom have in effective human service work. As a consequence it seeks to facilitate the competence, confidence, and commitment that professionals require if they are to reflectively practice and develop professional mastery. The unit recognises the importance of the organisational context while provoking development of critical analyses of organisational functioning, organisational power and professional understanding of and control over reflective development.

Using a Wiki, students worked collaboratively to develop an online discussion in order to facilitate an experiential skills development workshop.

Examples:
The HHB200 Wiki can be found at:
http://collaborate.ci.qut.edu.au/Manual/index.php/Main_Page

Evaluation process and outcomes:
A student focus group was run towards the end of Semester 2. Participants were invited to discuss the use of ICTs within this unit, before providing some written comments to an evaluation questionnaire.

- Students enjoyed the visual look and interactive feel on online Wiki work.
- Students recognised the importance of online collaborative skills as a graduate capability, and felt that using the Wiki in this way was a useful activity in developing these skills.

- It was indicated that the possibility for asynchronous interaction with students and teachers was extremely useful for students with additional work and family time commitments.
- It was proposed that greater training be provided in order to ensure students are able to understand the full range of potentials in the technology. Students found, without training, that it was initially difficult to learn how to use the technology. Students felt that a 'hands-on' training session at the start of the semester would be beneficial, and that regular weekly lab sessions would also have proved useful.
- Without this training, students found the Wiki difficult to use and therefore, overly time consuming.
- Without training, students were unaware of many of the features of the wiki, and as a result, did not realise until late in the semester that they could use the Wiki to work collaboratively.
- Students enjoyed the visual interaction of all ICTs, including the Wiki, and suggested that they provided an encouraging and stimulating mode of learning.
- Students were unaware of the ability to view edit history and restore previous versions of their work and were, therefore, unnecessarily concerned about other students editing or altering their work.
- Students expressed a desire for easier online discussion during the collaborative process.
- Students expressed a desire to be able to easily attach or upload other files, particularly charts, tables, diagrams and other illustrative files.
- Students felt that there was an assumption that they would have easy access to a computer (or reliable internet) in their home environment, or that all students would operate with the same level of technological familiarity and skill.
- Students found that once they understood how the Wiki worked, it was a 'new' and 'interesting' direction that made their engagement with both the technology and the unit materials 'different' and 'fun'.
- Students suggested that the Wiki would be a useful avenue for group communication and collaboration.

Publication

Languages Units

Part I: German Language Units
HHB096 German 6, HHB098 German 8 Strand B – Professional German
Case study participant, Dr. Astrid Gesche

Overview:

The German languages units are intended for learners of German who wish to speak, read, and write in German for work and professional purposes, or who intend to live for a time in a German speaking country. Strand B – Professional German is the business German language strand, in which students expand their knowledge by becoming familiar with the everyday language of work and the language of marketing and advertising. Students learn to use the wiki in a collaborative fashion in order to critically and creatively evaluate and create written material at advanced level German.

Part II: French Language Units
HHB066 French 6
Case study participant, Dr Béatrice Atherton

Overview:

The French language units are intended for learners of French who wish to become a proficient speaker of French and to develop the ability to discuss and debate issues convincingly, and in ways which are culturally appropriate. The unit consists of an in-depth study of argumentation across a range of areas (the arts, science and ethics, politics) and genres (essay, internet fora discussion, oral debate). Students use the Wiki to construct a well researched, content-rich piece of writing through collaboration and consensus, and to critically analyse these written texts through further collaborative communication.

Examples:

The HHB096 German 6 and the HHB098 German 8 Wiki can be found at:
http://collaborate.ci.qut.edu.au/german/index.php/Hauptseite

The HHB066 French 6 Wiki can be found at:
http://collaborate.ci.qut.edu.au/french/index.php/Accueil

Evaluation process and outcomes:

At the end of Semester 2, 2005 students were asked to provide comments regarding their experience using wiki technology for collaborative writing tasks to improve specific foreign language skills.

- It was found that student's active and sustained engagement with the Wiki appeared to be in direct proportion to their proficiency level: the higher the proficiency level, the more engaged were the students.
- It was found that students remained highly enthusiastic and motivated right through the semester and expressed the wish to be allowed to continue using Wiki technology in progressive semesters.

- Students enjoyed ability to converse with group members in a collaborative environment from anywhere, and at a time convenient to them.
- Students liked that their work was available to their peers who could correct any grammar, spelling, or other language mistakes.
- Students enjoyed the discussion facilities and remained in contact with their peers.
- Students felt that the Wiki helped build their confidence in using online collaborative tools.
- Students would have liked certain word-processing symbols available in the Wiki.
- Students would have liked the inclusion of a spell-check thesaurus facilities in the language they were using.

Dissemination activities:

Atherton, B. (2006) Le Programme e-Legal : l'apport des TICE dans une pédagogie de projet. Paper to be presented at FIPF Asia-Pacific Conference, April 2006, Taipei.

Atherton, B. & Czaplinski, I. (2006) Les TICE comme outils pédagogiques ou comment permettre aux apprenants de développer leurs compétences à travers la réalisation d'un projet." Paper to be presented at FATFA Conference, July 2006, Adelaide.

Gesche, A. & Atherton B. (2005) Critical, Creative and Collaborative ICT Literacies: Using the Wiki environment in the intermediate to advanced French and German language classroom. 25 November 2005. Flexible Fantasies Seminar, Faculty of Creative Industries, Kelvin Grove Campus.

Gesche, A. (2006). Collaborative Writing: Using the Wiki environment for intermediate to advanced language students learning Business German. 14 February 2006, Flexible Fantasies Seminar, QUT Carseldine.

KJB303 News production
Case study participant, Susan Hetherington and Dr Leo Bowman

Overview:
KJB303 is a final year journalism subject designed to sharpen students' print, broadcast or online journalistic capabilities prior to graduation, and to assist them to adapt to a newsroom environment. The aim is to help new graduates better understand media environments and prepare them to work in news media, ethically, thoughtfully, interactively and efficiently.

In the print component, a Wiki has been used to provide a space for student peer editing, thus enhancing collaborative, creative and critical capacities of those involved. In the broadcast component, a wiki has been established to allow students to view sample exercises to formulate their own creative and critical responses to the set task.

Examples:
The KJB303 News Production Wiki can be found at:
http://collaborate.ci.qut.edu.au/kurb2006/index.php/Main_Page

Evaluation process and outcomes:
Students were surveyed at the end of the first semester trial of the project. At this point students found that it was particularly useful having their work peer reviewed in the Wiki environment.
A student focus group was run towards the end of Semester 2. Participants were invited to discuss the use of ICTs within this unit, before providing some written comments to an evaluation questionnaire.

- Students found the Wiki to be a useful tool indicative of online journalism beyond university.

- Students found that collaborating in the Wiki environment reduced the amount of time spent organising, communicating and collaborating on group-based assignments.

- Students found that the ability to monitor their work and access historical changes that had been made to their work useful.

- Students enjoyed being able to produce and submit work entirely within an online environment. The displacement of hard-copy materials was found to be less expensive, less time consuming, and carried less risk of assignments getting lost.

- Students in this unit found the Wiki easy to use and understand.

- Students found that collaboration with other students helped them to clarify their own work.

- Students found that feedback received by peers and staff was useful.

- Students felt that the interface itself was not very user friendly or intuitive. A WYSIWYG interface would have been preferred.

- Students found the Wiki to be occasionally labour intensive, particularly when they were initially learning how to use the technology.

- Students expressed some concern about shyness and the loss of privacy in a platform in which their work was made publicly available to their peers.

Dissemination activities:
An abstract "The Virtual Newsroom – using wiki technology to create a learning environment for student print journalists" has been accepted by the organisers of the 2006 JEA conference

in Auckland in December. The conference paper will be published in a refereed journal in 2007.

KCB202 New media technologies
Case study participant, Dr Axel Bruns

Overview:
This unit examines the relationship between new technologies and media production in their social and cultural context. It evaluates the impact of digitisation and convergence on work, leisure, film, TV, print media, and other areas of cultural production. The unit considers the contribution of media theory to insights about the social, cultural, economic, and political impacts of new media technologies, including the examination of contemporary approaches to technology and audiovisual industries, new media forms and technologies, questions of regulation and policy in relation to new media, and emergent international issues.

Working in teams, students develop an online encyclopaedia of new media terms and concepts, using wiki technology. Selected works are published on the World Wide Web as part of the M/Cylopedia of New Media, under a creative commons licence.

Examples:
The existing M/Cylopedia of New Media can be found at:
http://wiki.media-culture.org.au/index.php/Main_Page

The current student work for KCB202 New Media Technologies can be found at:
https://wiki.qut.edu.au/display/newmedia/Home

Evaluation process and outcomes:
A student focus group was run towards the end of Semester 2. Participants were invited to discuss the use of ICTs within this unit, before providing some written comments to an evaluation questionnaire.

- Students found the use of Wikis in the classroom environment a useful method for discussion. Students suggested that online contribution in class ensured shy or uncertain people would still be able to contribute to group discussion, and that opinionated voices could not dominate discussion.
- Students found that the ability to view the edit history of their group work made it easy to see (and prove) which students were not contributing fairly. Students also felt that the ability to view historical edits offered a strong level of protection for their own work, whilst simultaneously serving as a strong deterrent against them maliciously editing other student work.

- Students enjoyed being able to produce and submit work entirely within an online environment. The displacement of hard-copy materials was found to be less expensive, less time consuming, and carried less risk of assignments getting lost.

- Many students lamented that only one user could edit the page at any given time. They suggested that this effectively negated the collaborative side to their work, suggesting that as two people could not work on it at once the Wiki was effectively just a to-and-fro communication system, not unlike email.

- Many students experienced some problems accessing the Wiki from their home. This small technological hurdle (that seemed to be related to communication problems between the QUT SAS client and certain commercial firewall software) was seen to negate the positive experience of online collaboration. Students expressed disappointment and defeat at not being able to work on assessments at home, suggesting that this unit was the only unit in which they actually had to work on campus.

- Students were happy to have draft versions of their work available to their peers. Students would predominately use this function to compare their own work with that of other students, and felt that this encouraged them to work harder on their own assessments. Aside from this, students felt there was very little incentive to respond to or engage with other student-produced Wiki topics.

- Students felt that the emphasis on using the Wiki in assessments actually precluded their need to attend traditional lectures. They felt that the Wiki did not greatly contribute to their engagement with the unit themes, as they generally only engaged with their individual research topics.

- Initially, students enjoyed the encyclopaedic style of writing. However, students indicated that they had lost interest in this for the third Wiki-based assessment. Students suggested that the opportunity to critically engage and show their understanding of the unit themes was needed. To this end, it was suggested that a mix of Wiki and conventional assessment be incorporated in the unit.

- Most students enjoyed being able to communicate with their partners directly through their assessment work, and felt that their ability to collaborate in an online environment had greatly improved. Students felt that the ability to work online and collaboratively encouraged them to work on their assessment on a more regular basis. These students found the Wiki to be a time efficient way of producing group work.

- A few students indicated that there was some difficulty adapting to online collaboration. In some instances, this was seen as less effective than traditional face-to-face communication.

- There was some confusion about being asked to use a Wiki in this unit, and asked not to use a Wiki in other units. In this instance, students questioned the authenticity of their own work, the work of their peers, and the work of teaching staff.
- Some students wanted more specific guidelines for their Wiki entries.

Dissemination activities:

A scholarly paper has been published as part of the proceedings of the International Symposium on Wikis (San Diego, 2005).

Bruns, A. and S. Humphreys (2005). *Wikis in teaching and assessment: The M/Cyclopedia project.*

The unit wiki is also published as the *M/Cyclopedia of New Media*.

8. Outcomes of project

Awards

Ross Daniels, OLT Innovator's Awards, 2005

Ross Daniels, OLT Innovator's Awards, 2006

Astrid Gesche, OLT Innovator's Awards, 2005

Conference Papers

Atherton, B. (2006). Le Programme e-Legal : l'apport des TICE dans une pédagogie de projet. Paper to be presented at FIPF Asia-Pacific Conference, April 2006, Taipei.

Atherton, B. & Czaplinski, I. (2006). Les TICE comme outils pédagogiques ou comment permettre aux apprenants de développer leurs compétences à travers la réalisation d'un projet. Paper to be presented at FATFA Conference, July 2006, Adelaide.

Bruns, A. & Humphreys, S. (2005). Wikis in teaching and assessment: The M/Cyclopedia project. Proceedings of the International Symposium on Wikis, October 2005, San Diego.

Cobcroft, R., Towers, S., Smith, J., and Bruns, A. Mobile Learning in Review: Opportunities and Challenges for Learners, Teachers, and Institutions. In Proceedings of the Online Learning and Teaching Conference, 2006, Brisbane: Queensland University of Technology.

Croft, W. & Mihaly, E. (2005). Responding to student needs: Trialling a 'blended environment'. A paper presented to the OLT-2005 Beyond Delivery Conference, September 2005, Brisbane.

Duffy, P., and Bruns, A. The Use of Blogs, Wikis and RSS in Education: A Conversation of Possibilities. In Proceedings of the Online Learning and Teaching Conference 2006, Brisbane: Queensland University of Technology.

Thompson, E. and Thomas, G. (2005). Constructive Collaboration: A Lecturer-Librarian Team Challenge the Curriculum of a Large Faculty Core Unit. Paper presented at The Effective Teaching and Learning Conference, University of Queensland, November 2005, Brisbane.

Thompson, L. (2006). Compassionate Coercion as a Policy Model: Reflections on Practical Reconciliation and Mutual Obligation for Indigenous Living Conditions. Paper presented at Social Change in the 21st Century conference, 27 October 2006, Carseldine.

Towers, S., Smith, J., Bruns, A. E-Learning Environments: Generation C - The Missing Link. In Proceedings of the Symposium on Teaching Technology in Higher Education: The 24/7 e-University, Perth, 2005.

Workshop activities

Gesche, A. & Atherton B. (2005) Critical, Creative and Collaborative ICT Literacies: Using the Wiki environment in the intermediate to advanced French and German language classroom. 25 November 2005. Flexible Fantasies Seminar, Faculty of Creative Industries, Kelvin Grove Campus.

Gesche, A. (2006). Collaborative Writing: Using the Wiki environment for intermediate to advanced language students learning Business German. 14 February 2006, Flexible Fantasies Seminar, QUT Carseldine.

Smith, J., Bruns, A., and Daniels, R. (2006). Towards critical, collaborative and creative ICT Literacies. Creative Industries Faculty and Humanities and Human Services Presentation. February 2006, Kelvin Grove.

9. Planned dissemination activities

Future planned dissemination of Large Grant activities across the university are as follows:

- Workshops on using Blogs and Wikis will be held in February and March, 2007 once report and project plan for mainstreaming are approved.

- Proposed plan for the dissemination of Large Grant activities across the university, November and December 2006.

Campus	Duration	Chair	Presenters
Gardens Point Details TBA	90 minutes	Jude Smith, Project Director	Dr Beátrice Atherton and/or Dr Astrid Gesche (Case Study – Wiki in Language units)
			Dr Barbara Adkins and/or Dr Susan Carson (Case Study – Wiki in CIF Postgraduate Activity)
			Judith-Ann Oliver (Case Study – Advanced OLT Functions)
Kelvin Grove Details TBA	90 minutes	Dr Axel Bruns, Project Director	Dr Leo Bowman and/or Susan Hetherington (Case Study – Wiki in Journalism units)
			Dr Glen Thomas and/or Craig Bolland (Case Study - Blogs in Writing units)
			Dr Axel Bruns (Case Study – Wiki in Media Communication units)
Carseldine Details TBA	90 minutes	Ross Daniels, Project Director	Waveney Croft (Case Study – OLT Enabled Groupwork)
			Dr Lester Thompson (Case Study – Wiki in Human Services units)
			Dr Phil Crane and/or Jenny Kaighin (Case Study – Advanced OLT Functions)
			Ross Daniels (Case Study – Advanced OLT Funcitons)

10. Future outcomes, initiatives, and applications

It is important that QUT staff and students develop capacities to work Critically, Collaboratively, and Creatively in ICT environments in order to participate effectively within contemporary teaching and learning environments. These capacities ensure that graduate students are well placed to operate effectively and successfully in workplaces that are increasingly making use of Web 2.0 technologies.

The Large Gant project activities and investigations are informing the development of a collaborative AMP project proposal, *Learning and Teaching Virtual Environment*. During the project the Confluence system was evaluated as a wiki-based collaborative and co-creative learning environment, and the Drupal system was evaluated as a multi-user blogging tool. Following the successful evaluation of both systems, the project recommended the implementation of Confluence as a central wiki-based teaching and learning system, and the investigation of Drupal as a central blogging-based teaching and learning system, both within an integrated teaching and learning environment at QUT.

The initial draft objectives of the AMP project *Learning and Teaching Virtual Environment* are:

- To investigate and report on the software components required in an integrated learning and teaching environment at QUT.
- To implement Drupal (http://drupal.org/about) to trial with a limited number of academics and students.
- To trial and evaluate other blog software, for example ELGG.
- To implement Confluence as a central system to support academics from all faculties in the use of Wikis as a teaching and learning strategy.
- To develop and implement policies and protocols for the use and governance of the systems.
- To develop and implement a staff development plan covering the technical and pedagogical use of the systems.

APPENDIX A: Critical, Creative and Collaborative ICT Literacies guide marking criteria

Criterion	7	6	5	4	3	2	1
Critical ICT Literacies – Examples learning objectives and associated assessment criteria and standards							
Learning objective: Students will be able to analyse the ways that online text are constructed to emphasize particular sets of values and assumptions.							
Critical reflection on cultural and personal values inherent in online communication.	Insightful critical reflection on cultural and personal values inherent in online communication	Effective critical reflection on cultural and personal values inherent in online communication	Critical reflection on cultural and personal values inherent in online communication	Reflection on cultural and personal values inherent in online communication		Vague reference to on cultural and personal values inherent in online communication	
Learning objective: Students will be able to construct critiques of online texts showing underlining structures and devices that construct and/ or repress meaning.							
Critical analysis online texts in relation to underlining structures and devices.	You have critically analysed, in an incisive and sophisticated manner, the online texts in relation to underlining structures and devices that construct and/ or repress meaning. You have integrated highly appropriate textual examples to support your powerful and in-depth argument.	You have critically analysed, in an incisive manner, the online texts in relation to underlining structures and devices that construct and/ or repress meaning. You have integrated appropriate textual examples to support your in-depth argument.	You have critically analysed the online texts in relation to underlining structures and devices that construct and/ or repress meaning. You have integrated mostly appropriate textual examples to support your argument.	You have critically analysed the online texts with reference to underlining structures and devices that construct and/ or repress meaning. You have integrated some appropriate textual examples to support your argument.		You have analysed the online texts with minimal reference to underlining structures and devices that construct and/ or repress meaning. You have rarely used textual examples to support your argument.	
Collaborative ICT Literacies – Examples learning objectives and associated assessment criteria and standards							
Learning objective: Students will be able to communicate online a respect & recognition for the ideas and perspectives shared by collaborators.							
Recognition and respect for the ideas and perspectives shared by collaborators.	In the co-creation of content online, communications show strong evidence of a sensitive and consistent recognition of and respect for the ideas and various perspectives of collaborators.	In the co-creation of content online, communications show evidence of consistent recognition of and respect for the ideas and various perspectives of collaborators.	In the co-creation of content online, communications for the most part, show a recognition of and respect for the ideas and various perspectives of collaborators.	In the co-creation of content online, communications include some recognition of the ideas and perspectives of collaborators.		In the co-creation of content, online, communications show a lack of recognition of and respect for ideas and perspectives of collaborators.	
Creative ICT Literacies – Examples learning objectives and associated assessment criteria and standards							
Learning objective: Students will be able to generate ideas and solve problems within a collaborative online environment.							
Idea generation and problem solving within a collaborative environment	Demonstrates a highly developed ability to collaboratively generate ideas, adapt to circumstances and solve problems related to online project development	Demonstrates an advanced ability to collaboratively generate ideas, adapt to circumstances and solve problems related to online project development.	Demonstrates an ability to collaboratively generate ideas, adapt to circumstances and solve problems related to online project development.	Shows some ability to generate ideas, adapt to circumstances and solve problems related to online project development.		Shows little ability to generate ideas and adapt to circumstances and solve problems related to online project development.	

APPENDIX B: Example Critical, Creative and Collaborative ICT Literacies marking criteria, KCB202 New Media Technologies

Criterion	7	6	5	4	3	2	1
Communicating and Formatting							
• Expression: communication of ideas • Formatting: use of wiki for presentation	• English expression is elegant, cohesive and very clear • Content is presented very effectively and in accordance with formatting requirements	• English expression is concise, cohesive and clear • Content is presented effectively and adheres to formatting requirements	• English expression is mostly cohesive and clear • Content is presented well and recognizes formatting requirements	• English expression is generally clear • Content is mostly presented appropriately and mostly fulfills formatting requirements		• English expression is rudimentary • Content shows little understanding of presentation and formatting requirements	
Collaboration							
• Over time: collaboration throughout project period • Across team: communication and dialogue while collaborating in wiki	• Edit history shows continuous work in updating content in the weeks before the assignment due date • Comments on entry page used highly effectively and regularly to enhance collaboration on content development	• Edit history shows some updates in the weeks before the assignment due date • Comments on entry page used effectively and regularly to enhance collaboration on content development	• Edit history shows updates mainly in the days before the assignment due date • Comments on entry page used at key points to support collaboration on content development	• Edit history shows updates only in the days before the assignment due date • Comments on entry page used sporadically to support content development		• Edit history shows few or no updates on the wiki – content simply pasted in from word processor • Comments on entry page used rarely or not at all	
Knowledge of the topic and related issues							
• Definition and description of entry topic • Identification of key issues related to the topic	• Entry defines and describes its topic very effectively • Key issues are clearly identified and effectively explained	• Entry defines and describes its topic effectively • Key issues are identified and well explained	• Entry defines and describes its topic well • Some issues are identified and explained	• Entry defines and describes its topic adequately • Some issues are identified		• Entry topic is defined and described insufficiently • Few or no issues identified	
Researching and referencing							
• Connection with wider context of the topic through text and references/links • Reference to online and offline material (using Creative Industries Faculty referencing guide from OLT site)	• Entry is effectively connected to its context through entry text and references/links • References highly relevant material beyond unit readings including a range of very useful links to material inside and outside the wiki	• Entry is well connected to its context through entry text and references/links • References relevant material beyond unit readings, and includes a range of useful links to material inside and outside the wiki	• Entry is connected to its context through entry text and/or references/links • References related material beyond unit readings, and includes some useful links to material inside and outside the wiki	• Entry is loosely connected to its context, mainly through references or links • References material mainly from unit readings, and includes few links to material inside and outside the wiki		• Entry shows little awareness of its context • Few or no references and/or links	